



## Examples of Evidence

*Aligned to the  
AdvancED Standards for Quality Schools*

## Introduction

This Examples of Evidence resource is designed to provide a starting point for school personnel as they consider the evidence available in their school and community that demonstrates the school's adherence to the AdvancED quality standards. Intended to be used in conjunction with and as a resource to the Standards Assessment Report, this document provides examples of practices and artifacts that the school might consider using to support its responses to the indicators and focus questions in the Standards Assessment Report.

The examples of evidence in this resource helps the school engage in a discussion about how it knows it is adhering to the standards. The examples should not be used as a checklist, nor should they be interpreted as a data collection exercise. It is a tool to help the school engage in thoughtful dialogue about how it can demonstrate that quality practices, conditions, and results are occurring in the school. The examples aid the school 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?"

Quality Assurance Review teams are more interested in evidence of the school's demonstration – active living of – the standards, rather than a collection of static documents. When thinking about evidence, schools should consider how the standards are demonstrated in the daily operation/functions of the school. The examples 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 schools can use to demonstrate how they meet the standards.

Schools 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 school's website or pulled from school files), but does not need to be compiled separately for the purpose of the visit. The aim is to reduce unnecessary time spent in data collection and increase time for meaningful discussion, observation, and interaction around the school's demonstration of the standards in practice.

## **Standard 1: Vision and Purpose**

### **Examples of Evidence**

#### **Practices**

- Involvement by parents, staff, students, and community members in formation and/or processing of the vision, purpose, and goals
- Indication by parents, staff, students, and community members that they are familiar with the vision, purpose, and goals
- Wide distribution of the vision and purpose statements and goals throughout the school community
- Leadership actions that develop commitment to the vision, and indications that stakeholders enthusiastically embrace the vision
- Linkage established in curriculum guides and teacher lesson plans to the stated vision, purpose, and goals of the school
- Current and trend data relating to student achievement and engagement, student characteristics, and relevant community information are available to stakeholders
- Faculty familiarity with appropriate data regarding student achievement and engagement, student characteristics, and relevant community information
- Stakeholder reports of how the allocation of resources within the school reflect the stated vision, purpose, and goals
- Knowledge by stakeholders of discussion regarding vision, purpose, and goals
- Perception among stakeholders regarding the contemporary nature of the vision, purpose, and goals
- Perceptions among the stakeholders regarding the extent to which the articulated vision, purpose, and goals characterize the operation of the school

#### **Artifacts**

- 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 school board and/or stakeholder groups
- Written policies/procedures of stakeholder involvement in development of vision, purpose and goals
- Curriculum guides
- Lesson plans
- School profile
- Newsletters containing information about vision and purpose
- Minutes of stakeholder groups regarding analysis and use of data
- Other

## **Standard 2: Governance and Leadership**

### **Examples of Evidence**

#### **Practices**

- Understanding among stakeholders of the specific and general policies and procedures established within the school
- Indications of compliance with local, state, and federal laws
- A variety of ways of reporting on student achievement
- An evaluation of instructional and organizational effectiveness
- Evidence of successful student transitions
- 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 student learning activities (e.g. helping to develop schedules, team work, placement decisions, and course development)
- Access to learning opportunities that is equitable for all students
- Child study or advocacy team activities and the Individualized Education Plans (IEP) process
- Meaningful leadership roles assigned throughout the school community
- Accomplishments of subordinate leaders within the school community
- Teacher involvement in mentoring of new staff
- The engagement and recognition of student leadership in various ways throughout the school community
- Understanding among the stakeholders of the decision-making procedures within the school
- Leadership opportunities provided by parent and community groups to school operations
- Decision-making process regarding student participation and equity in school activities as well as level of participation and assigned leadership roles
- Avenues for two-way communication for stakeholders
- Connection between the evaluation system and professional growth of staff

#### **Artifacts**

- Board policy manual
- Staff and/or student handbooks
- Student achievement information system
- Surveys/evaluation instruments on school effectiveness
- Stakeholder perception data
- Professional development program
- Personnel evaluation system
- Organizational chart
- Calendar of stakeholder meetings
- Agendas/minutes of stakeholder meetings regarding student performance and school effectiveness
- Budget allocation documents
- Program and/or project descriptions
- Other

### **Standard 3: Teaching and Learning**

#### **Examples of Evidence**

#### **Practices**

- Steps taken within the school to link student learning to a set of standards
- Student engagement in the classroom and classroom strategies that encourage active involvement of students in their own learning
- Indication that students understand their own gifts and interests which results in informed approaches to academic and career planning
- Faculty research and use of data on the effectiveness of improvement strategies
- The degree of teacher engagement in innovative approaches to learning
- Ability of the faculty to support selected instructional strategies
- Willingness of the school leadership to support the investigation of strategies for improved instruction
- The degree to which students of all performance levels are included in strategies for improvement
- Differentiated instruction provided to students with specific needs
- Various means employed to protect student learning time
- The engagement of faculty from the next level in transition activities
- Continuing efforts within the school to articulate learning both horizontally and vertically
- Ways in which the school provides for the re-teaching of students who have not met expectations
- A variety of learning opportunities provided to students
- Teachers and administrators can articulate how implementation of the curriculum is monitored.
- Indication that school climate is important and is used to help guide school decisions
- Instructional activities include support and interaction with information and media services
- Indication that students and staff have access to instructional technology

#### **Artifacts**

- Master schedule
- Curriculum guides
- Instructional guides, including curriculum mapping and/or scope and sequence charts
- Instructions for alignment of lesson plans to learning expectations for students
- Calendars for curriculum renewal or review
- Agendas/minutes of grade-level and/or department meetings
- Agendas/minutes of articulation or transition meetings between schools
- Articulation or transition agreements with other agencies
- Master schedule
- Pilots or practices based on research
- Program and/or project descriptions
- Evaluation criteria for innovation
- Stakeholder perception data
- Comprehensive library materials collection
- Circulation data for media materials
- Policy for utilizing library
- Instructional technology plan
- Student achievement results from formative and summative assessments
- School discipline plan
- Other

## **Standard 4: Documenting and Using Results**

### **Examples of Evidence**

#### **Practices**

- Evaluation of student progress using a variety of assessments.
- The degree to which the school has a school-wide focus on assessment and ongoing analysis and use of data
- Efforts by the school to determine gaps between achievement goals and improvement expectations
- A variety of ways to provide training on data analysis for individuals and groups of teachers
- Reports by teachers about how data analysis, including analysis of assessment results, has been used to assist them in improving instruction for individual students or has altered instruction within their classes or throughout the school
- A school-wide process of ongoing data analysis and use of data to improve student performance
- Disaggregation of assessment data to reflect relevant groups in the school or community
- A variety of ways that assessment data are communicated throughout the school community
- The degree to which students can articulate expectations for their performance and their performance status
- 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 student achievement among similar schools
- The collection and analysis of multi-year trend data regarding student achievement and school effectiveness
- Teacher reports about efforts to keep them informed regarding trend and comparison data
- Student achievement data reflects growth in student performance

#### **Artifacts**

- Student performance information system
- Comprehensive set of assessments
- Student achievement data
- Trend data
- Comparative data using schools of like purpose and demographics
- Student portfolios
- Agendas/minutes of stakeholders meetings for data analysis and use of data
- Policy and/or procedure to monitor overall student performance
- Verifiable growth in student performance
- Other

## **Standard 5: Resource and Support Systems**

### **Examples of Evidence**

#### **Practices**

- Trends in staff recruitment and resignation
- Level of staff preparation in specific content area of assignment
- Staff that are certified or licensed by the state
- 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 school employees in appropriate professional growth
- A variety of ways in which staff are evaluated in their areas of responsibility
- Indication that class size is conducive to student learning
- Alignment of resource allocation to educational programs and school improvement plan requirements
- Degree of satisfaction among stakeholders regarding resource allocation for educational programs and school improvement
- 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
- Nature of discipline infractions
- Budget allocation for maintenance and facility development
- Regular updates to evacuation and crisis management plans
- Depth of assignment of counselors within the building
- Perception data regarding student feeling of acceptance within the school and readiness for success at the next level
- Student planning for transition to the next level
- Degree of consultative assistance available to teachers
- Planning and implementation of inclusion plans for students with special needs

#### **Artifacts**

- Documentation of teacher credentials, including certification, licensure, highly qualified status, or baccalaureate degree in area of assignment
- Master schedule
- Handbook description of staff induction and professional development expectations
- Professional development plan and/or opportunities
- Data regarding teacher retention and recruitment
- Data regarding other staff retention and recruitment
- Written process describing how facilities are regularly inspected and maintained and data demonstrating the quality of these processes
- Data or reports of student disciplinary violations
- 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
- Discipline plan
- Transportation policy/plan
- Crisis management plan
- Building evacuation plan
- Career planning programs
- Advisory programs for students
- Student referral process
- Inclusion policy for students with special needs
- Violations and/or citations from state agencies
- Other

Sample ideas

## **Standard 6: Stakeholder Communications & Relationships**

### **Examples of Evidence**

#### **Practices**

- Perception data from stakeholders regarding their feeling of affiliation with the school and being well-informed regarding school issues and events
- A variety of methods in which the school communicates with stakeholders
- The use of focus groups to process issues
- A formal process for stakeholders to present a grievance
- Degree of parent access to school web-site and e-mail system
- The inclusion of dialog with stakeholders in the communications process
- Evidence that the school responds to stakeholder input
- The range of engagement by stakeholders in the work of the school
- Individuals and groups representative of the community that participate in the work of the school
- Awareness among stakeholders of the opportunities for engagement in the work of the school
- A wide variety of forums at which expectations for students and for school improvement are presented
- Parent and student knowledge of expectations regarding student behavior and learning and of school improvement initiatives
- A variety of avenues to connect with parents
- Degree to which stakeholders feel well informed regarding student achievement and school effectiveness
- Examples of “two-way” communication between stakeholders and the school

#### **Artifacts**

- Stakeholder group surveys
- Stakeholder perceptions
- Agendas/minutes of stakeholder meetings
- Stakeholder membership on decision-making committees
- Stakeholder participation in co-teaching opportunities or special programs
- Schedules of parent conferences
- Student progress reports
- Reports to the community about the school and its students
- Presentations to stakeholder groups
- Media reports on the school
- Course selection and/or student planning guides
- Student orientation programs
- Communication plan
- School and/or teacher web sites
- Newsletters
- Letters
- Emails
- Automated phone messages
- Access to online reporting of student achievement results
- Other

## **Standard 7: Commitment to Continuous Improvement**

### **Examples of Evidence**

#### **Practices**

- The degree to which staff have analyzed student results in the context of school improvement plan interventions and programs
- A broad range of involvement by stakeholder groups in the design, management, and delivery of the school improvement plan
- Alignment of the school improvement goals with needs identified in the profile and supported by data analysis
- Professional development activities are aligned with and a part of the school improvement plan
- Indication that individual professional staff development plans are related to the goals of the school improvement plan
- Reports from staff regarding the impact of professional development activities upon their ability to implement school improvement strategies
- Reported/observed changes in teacher behaviors as a result of professional development activities delivered in support of the school 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 school 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 school improvement plan

#### **Artifacts**

- Description of school improvement process
- School profile information
- A school improvement plan that focuses on increased student achievement
- A plan that includes components that provide specific goals, a set of appropriate assessments, a set of interventions expected to cause student growth to occur, and a plan for ensuring that the staff have the skills to implement the plan
- Student performance and achievement data
- Agendas/minutes of meetings regarding school improvement activities and results
- Professional development plans
- Evaluation data on impact of interventions
- Communications to stakeholders regarding school improvement activities and results
- Other