

# Institution and System Evidence Guide

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As a part of the preparation for your Accreditation Engagement Review, institutions and systems are asked to provide the Engagement Review Team evidence regarding the practices, processes, and programs that are embedded in the organization. This evidence is provided to the Engagement Review Team in the Shared Folder in eProve™ workspace **at least four weeks prior** to the Engagement Review. While evidence can be directly uploaded into the workspace, you may also elect to “tag” and upload evidence in the School or System Quality Factors (SQF) Diagnostic in eProve diagnostics. When you “send (the SQF) to the workspace,” all evidence attached to the SQF also moves to the workspace.

## Selecting Quality Evidence

As you select the evidence to provide for the Engagement Review Team, you should consider providing high-quality, results-based evidence that focuses on the highest levels of performance related to your continuous improvement process. Examine the continuum below in relation to your selection of evidence:



For example, if you were to provide evidence about professional learning, consider the evidence that best demonstrates where you are in this continuum. Examples of evidence for *Initiate*, *improve*, and *Impact* are provided below.

<b>Initiate</b>	<ul style="list-style-type: none"> <li>• Demonstrates engagement and quality of implementation</li> </ul>	<p>To demonstrate <b>Initiate</b>, provide evidence of how you are monitoring and adjusting your implementation to ensure quality and fidelity of implementation.</p>
<b>Improve</b>	<ul style="list-style-type: none"> <li>• Demonstrates the use of results to support improvement, particularly results over time</li> </ul>	<p>To demonstrate practices at the <b>Improve</b> level, provide evaluations of your professional learning and how you have analyzed and used that data to determine the effectiveness of your professional learning.</p>
<b>Impact</b>	<ul style="list-style-type: none"> <li>• Demonstrates changes to professional practices and organizational culture</li> </ul>	<p>To demonstrate <b>Impact</b>, provide evidence of how professional practices and student learning have changed as a result of your professional learning.</p>

There will be processes, practices, and programs within your institution that may be at various stages of implementation or data collection. For example, if you have adopted a new program during the current school year, you may only have evidence at the *Initiate* level at the time of your review; however, you will want to begin collecting results data as a part of your ongoing continuous improvement and analysis of that program.

If you can provide evidence at the higher levels of the continuum, you are less likely to have to provide evidence at lower levels. For example, if you provide evidence at the *Improve* level, evidence at the *Initiate* level has less value to the team because results (*Improve* level) imply engagement and implementation.

As you think about and determine “quality” evidence, remember to focus on your school’s analyses of data. When applicable, evidence should focus on trend information, results, and decisions made from the results. As you continue to gather evidence and anticipate the review, we recommend that you to refrain from uploading the numerous guides, written curriculums, meeting minutes, and other such routine, operational documentation unless (1) the documents are specifically named in the Standards (e.g. Governing Policies) or (2) the documents reflect robust decisions aligned to priorities.

A smaller number of high-quality evidentiary documents is more beneficial than multiple pieces of evidence that may be somewhat related to the practices, processes, and programs. *Quality* is better than *quantity*. The Engagement Review Team will also collect evidence through observations and interviews.

## Examples

Here are some examples of how evidence might fall into quality categories.

Student Performance Results		
Good	Better	Best
Reports of student performance (assessment summaries).	Written analyses of student performance results with written implications for action.	Teachers can talk knowledgeably about the analyses of student performance results and give examples of changes in instruction based on the analyses. The team observes the changes during observations.
Stakeholder Perception Surveys		
Good	Better	Best
Reports of results from surveys.	Written analyses of results of surveys with written implications for action.	Analyses of multiple years of survey data, demonstrating improvement based on changes identified by analyses of results.
Professional Learning		
Good	Better	Best
List of professional development offerings (maybe in plan format).	Results of perception surveys from participants in professional learning activities.	Analyses of walk-through observations demonstrating changes in teacher behaviors as a result of professional development activities.
Continuous Improvement		
Good	Better	Best
A copy of the improvement plan.	Improvement plan with documentation of completion of activities listed in improvement plan with assessment of quality and fidelity of implementation of activities.	Analyses of results in student performance or program improvement over time correlated directly to activities implemented from the improvement plan.

## Suggested Evidence List

The list below is designed to assist you in identifying some key high-quality evidence to support the team in understanding the work of your institution. You are encouraged to determine additional high-quality evidence that supports your work and present longitudinal results, where possible, to demonstrate improvement over time. In addition, the evidence on the list below will not only assist the team, but will benefit your institution in the collection, analysis and use of data for continuous improvement efforts.

- ✓ Analyses of student performance results
- ✓ Analyses of perception survey results from all stakeholder groups
- ✓ Analyses of inventory results
- ✓ Analyses of data from classroom walk-throughs regarding instructional practices
- ✓ Analyses of data from internal use of eleot® and/or Student Engagement Survey
- ✓ Analyses of data from professional learning activities
- ✓ Analyses of program evaluation data
- ✓ Continuous improvement and/or strategic plan with current results
- ✓ Staff and student handbooks
- ✓ Governing authority policies