
Guidelines for Program Review Evidence

Evidence is a critical piece of the Program Review process. The time used to identify and review evidence provides valuable insight and information about student access, program quality, areas of strength and needs for improvement. It is an opportunity for a school to showcase program impacts and it confirms a program's indicated performance level. The following guidelines are designed to help Program Review teams identify the quantity of evidence needed, discuss the quality of the evidence selected, and develop an appropriate supporting rationale.

General Guidance for Determining Quality of Evidence

Program Review teams should consider the following focus questions when identifying and analyzing evidence:

1. Would a different team arrive at the same performance level?
2. Could a reasonable outside person look at this evidence and reach the same conclusion about a program rating as our team did?

Remember, during the Program Review process, it is only necessary for the school to **identify** evidence. There is no expectation that it be collected or stored over long periods of time. Because evidence is a natural product of existing activity within the school, it should be easily retrievable when needed. Finally, as new evidence is identified, it may replace existing evidence throughout the year.

The body of evidence for a given demonstrator:

- is the **natural product** of a school's efforts to provide access to quality programs that result in student learning. The evidence is a **result of teaching and learning** across the school, and throughout the year. Schools should not have to create evidence for the purpose of a Program Review – they should merely identify existing evidence.
- includes **products of student learning** (e.g. digital documents, recordings, and/or photographs of projects).
- affirms that **students have met the standards and objectives** of the content area when appropriate for the demonstrator.
- confirms that the characteristics within a demonstrator **occur on an ongoing basis** throughout the school year. This may require **multiple** (three or four) **samples from different points in time** throughout the year.
- shows a **variety of students across the school** are involved. **Evidence from multiple** (two or three) **grade levels/subject areas** should be identified. However, there is no expectation that evidence be provided for every single classroom for every characteristic.
- is illustrative of a given **performance level criteria**. **Multiple pieces of evidence** should be identified to strengthen the judgment for a performance rating. Each piece of evidence could fully or partially demonstrate one or more of the characteristics.
- **supports the stated rationale** for a performance rating of a given demonstrator.