Submitting Supporting Evidence

Evidence Guidance

This guidance provides important information on evidence which may be submitted to demonstrate how the Approval Criteria are met. All criteria require some sort of supporting evidence, and the accompanying Approval Criteria Rubric provides specifics on the expectations of each criterion.

How to Submit Evidence

1. Supporting evidence information (file names, instructions on where to find the evidence such as page and paragraph, other relevant information) should be listed under the appropriate criteria in the application document. Please create a link to the evidence. This points the review team to the appropriate evidence.
2. Upload additional supporting evidence files into the file folders named A through I to correspond to the application section. Title the files beginning with the specific letter and number of the criteria. This will aid the review team in sorting and reviewing the files. For example, if the file is to support H5 - Teacher Performance Reviews, please start the name of the file with "H5" and place it in the folder titled "H". **Files not stored and named appropriately will not be reviewed.**

Types of Evidence

In general, there are different types of evidence that may apply depending on the criterion being assessed. These types of evidence include:

Demo-Reliant Evidence

1. Provide individual demo accounts for 3 reviewers to evaluate the course evidence independently. These items must be accessible to each reviewer in the same manner as the identified user (i.e., student or teacher).
2. Criteria which have an asterisk (*) will be evaluated via course demos.
3. This type of evidence is indicated in the rubric where language states, "**Links or directions must be provided to the location of evidence within multiple courses.**" The review team expects to find the criterion met across all of the course offerings (in-house or outsourced), not just within one given example.
4. Evidence should be provided for each grade span (elementary, middle, high) and platform used in the application.
5. The reviewers need to be able to find evidence through the course demo. If direct links are not provided, applicants may choose to provide:
   a. Screenshots that lead the review team to the location of the evidence, or

b. Directions to the evidence that act as a sort of file path (i.e., Math 1, Unit 2, Lesson 3, Activity 4).

6. Course navigation tutorials or instructions should be submitted to ensure reviewers are able to locate and appreciate various aspects of demo courses and the courseware platform.

7. There may be additional clarification or documentation that would help support the demo information.

Available Evidence

1. Criteria that are not demo-reliant may have evidence available within the course or otherwise easily accessed by students and families on a website, cloud/network file share, or by other means.

2. This type of evidence is indicated in the rubric by: "**Evidence is provided**...".
    a. As one example, for criterion C2 (Academic Integrity), expectations need to be clearly stated and presented to the student. Reviewers would expect a link (or directions) to the location of the documentation and an explanation of how the expectations are presented to the student.

3. Any permissions needed to access the evidence must be provided to reviewers.

Descriptive Evidence

1. Some criteria require the applicant to write descriptive statements and back them up with supporting evidence.

2. This type of evidence is indicated in the rubric by: "**Specifics are provided**...".
    a. As one example, for criterion H1 (Teacher Training), reviewers would expect a written description of how teachers are trained along with supporting evidence such as training outlines, agendas, schedules, presentation slides/materials, etc.

Tips for Success

1. Review the rubric and understand how each criterion will be scored.

2. Provide evidence for all criteria.
    a. Any criterion without supporting evidence will receive no points (a score of 0) from the review team.

3. Do not provide assurances as evidence.
    a. Simple claims stating that an organization meets a given criterion which are not accompanied by supporting evidence demonstrating how the criterion is met will receive no points (a score of 0) from the review team.

4. Guide reviewers to the exact location of any evidence that should be considered for a given criterion. Evidence found in other locations of application materials (i.e., submitted for another criterion) may not necessarily be considered when scoring a given criterion.

a. Reviewers are not required to search for evidence beyond what has been submitted and described specifically for a given criterion (for demo-reliant criteria, this includes course demos).

5. Submit multiple pieces of evidence, as needed, to address various aspects of a criterion.

6. Submit evidence that you think best supports a criterion even if it isn't on the suggested list of possible sources.

7. Finally, if the applicant outsources courses from another course provider who has given a written response to a criterion, it is important for the applicant to demonstrate their own knowledge and understanding of how the criterion has been met. The response should include how the applicant will execute the courses within their program. Do not simply paste another course provider's response without customizing it.

Possible Sources

The following list contains examples of possible sources of supporting evidence. Applicants are **not** required to provide every item listed below but **are** invited to consider whether any of these examples would best support the application criteria.

In addition, applicants may include items or artifacts not listed below if they provide clearer evidence.

A. Course Content and Instructional Design

- Course demos
- Course and curriculum development/design and evaluation standards/protocols
- Course syllabus
- Curriculum development/design and evaluation
- Teacher expectations, responsibilities, and procedures
- Course provider website
- Scope and sequence documents
- Student handbook or resource page
- **Multidistrict Online School Program:** District curriculum adoption policy and procedures in the criterion areas

B. Student Assessment

- Course demos
- Course and curriculum development/design and evaluation standards/protocols
- Teacher expectations, responsibilities, and procedures
- Teacher handbook
- Learning standards alignment
- Student learning inventories/self-assessments, and skills assessments

C. Academic Policies

- Classroom expectations

- Course orientation
- Course syllabus
- Family Educational Rights and Privacy Act (FERPA) Statement
- Teacher expectations, responsibilities, and procedures
- Teacher handbook
- Privacy policies
- Course provider website
- Student handbook or resources page

D. Course Evaluation and Management
- Program/course evaluation and performance monitoring procedures and schedule
- Organizational chart with roles and responsibilities
- Sample course evaluations and/or surveys
- Course provider website
- **Multidistrict Online School Program:** District curriculum adoption policy and procedures in the criterion areas

E. Student Support
- Course/program description
- Course syllabus
- Teacher expectations, responsibilities, and procedures
- Intervention schedules/protocols
- Course provider website
- Quality assurance/assistance platform and submission forms
- Student course/program orientation
- Student handbook or resources page
- Student support protocols
- **Multidistrict Online School Program:** School website

F. School-based Support
- Teacher expectations, responsibilities, and procedures
- School-based support communication protocol and sample support communications
- School-based support grade tracking systems
- School-based support handbook
- Organizational chart with roles and responsibilities

G. Technology
- Course description
- Course development/design standards/protocols
- Course platform features statement or examples
- National Instructional Materials Accessibility Standard (NIMAS) alignment statement

- Organizational chart with roles and responsibilities
- Course provider website
- Supplemental materials selection guidelines
- Technology requirements documentation
- Technology support systems and protocols
- Navigation tutorials (e.g., video, roadmap, screenshots)
- Course editing features and documentation
- Student support protocols
- Course demo

H. Staff Development and Support
- Teacher expectations, responsibilities, and procedures
- Teacher job descriptions and hiring protocols
- Teacher handbook
- Teacher evaluation process, components, and protocols
- Teacher training/professional development program outlines and schedules

I. Program Management
- Academic calendar
- Course syllabus
- Enrollment and billing policies and procedures
- Enrollment system description and sample enrollment communications
- Organizational chart with roles and responsibilities
- Student support systems and protocols
- Special Services policies and procedures
- Student handbook or resources page
- Student privacy and confidentiality policy and procedures
- Secure file transfer protocols