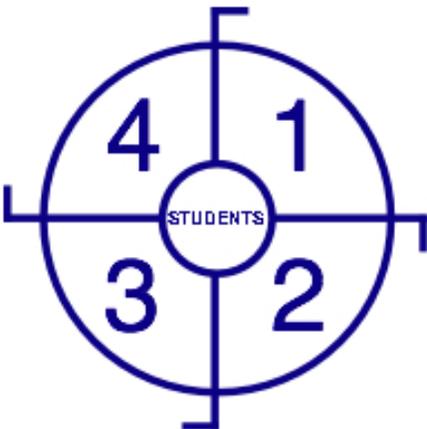


# Educational Review: 2007-08



## Evaluating the Delivery of Services to Youth, Adult & Post-Secondary Students

Every school board and every individual school has many '*stakeholders*' - students, teachers, parents, administrators and community members - who have a *stake* in an individual school or the school board as a whole. It is not surprising, therefore, that stakeholders want to know:

How well is *my school* doing?

How well is *our school board* doing?

In order to answer these questions, the Cree School Board has asked the four-person team listed in the text box to undertake the **four-step process** (described on page 3) to review the delivery of educational services in the Board.

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Kimberly Quinn, Cree School Board
Mary Bear, Cree School Board

This document is intended to provide stakeholders with some general information about the evaluation. You are invited to contact any member of the evaluation team to answer any other questions you may have about the evaluation.

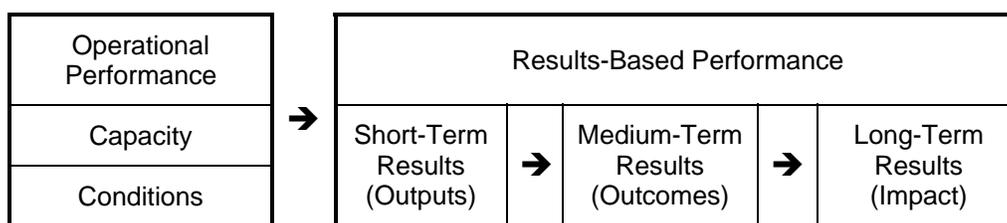
<b>For more information on or input to the Educational Review</b>	
<a href="http://www.cscrec.qc.ca/Edreview/ed_review.htm">http://www.cscrec.qc.ca/Edreview/ed_review.htm</a>	<a href="mailto:Edreview@cscrec.qc.ca">Edreview@cscrec.qc.ca</a>

## What is the Evaluation All About?

This evaluation is all about the **performance** of the Cree School Board, its schools and other service units. Since the term 'performance' can have many different meanings, it needs to be defined. In this evaluation, performance has a double focus:

- the extent to which the Board achieves *results* and *operates* in accordance with its vision and purposes.

The first focus - results - is concerned with what the Board is trying to achieve. Therefore, a **result** is something that happens which we can either measure or describe and that occurs because of some action (or activity) the Board has undertaken, using various resources at its disposal. One result often leads to another, a sequence that is called a **results chain**. For the sake of clarity, we call short-term results outputs, medium-term results outcomes, and longer-term ones impact.



The second focus of the evaluation - operations - is concerned with what the Board does to achieve intended results.

The performance of an organization such as a school or a school board is directly related to all of the factors that determine its ability, or **capacity**, to deliver services and achieve results. Therefore this evaluation will also look at the structures, systems, resources of the Board, and any other related elements, that enable it to perform, as well as any **conditions** that facilitate or inhibit performance.

This evaluation has been designed to serve two complementary purposes: **accountability** and **improvement**,

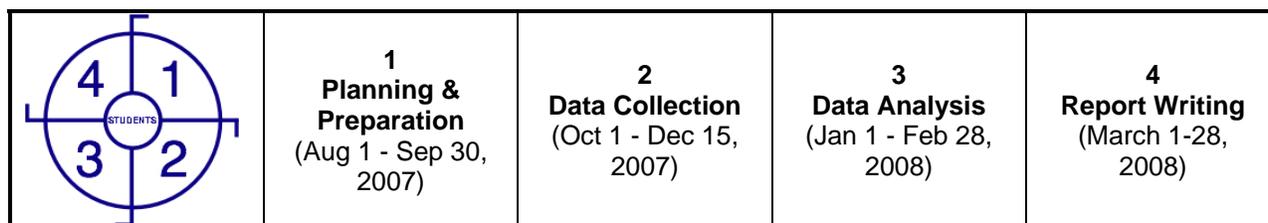
- permitting the Board to *answer* to its stakeholders for the trust they have placed in it for the education of their children, youth and adults; and
- supporting the development of programs and service delivery in order to make its schools more effective places for teaching and learning.

We will be evaluating each of the Board's **major service units**: its schools, its vocational training centre, as well as centralized administrative service units (educational services, continuing education, post-secondary student services and administrative services). In each case, we will consider the **performance** and **capacity** of each unit in light of its **mission** and **context**. This exercise is not intended to evaluate either students or staff.

The evaluation report (**output**) should enable the Cree School Board to improve its performance and enhance its capacity (**outcomes**). Ultimately, these outcomes should lead to greater student success in school and beyond (**impact**).

## What Will happen During the Evaluation?

The evaluation consists of the four major steps shown below



### Planning & Preparation

In this first step, we prepare a work plan that begins with:

- the **evaluation questions** to be posed for each area of focus and unit of analysis; and
- the **evidence** for measuring performance and capacity of these units, including where possible *indicators* of performance.

Although this step is largely an internal team exercise, we will be looking for input from stakeholders to ensure that the questions posed will provide useful information and that the indicators **measure what matters** to them.

**Indicator:** a pointer or proxy measure that quantifies performance or provides a qualitative (visual or narrative) expression of performance, when quantitative measures are not feasible or a more symbolic representation of quality is desired.

### Data Collection

Most of our interactions with stakeholders will take place in Step 2 prior to Christmas. We will visit every school, centre and service unit to collect data that will enable us to produce the indicators chosen. We will use a wide variety of methods for collecting data, including interviews, observation and the examination of records and documents.

### Data Analysis

In the new year, we will sift through all the data collected seeking to understand what they tell us about the performance and capacity of the Board and its major service units. At this stage, we may find the need to revisit some sites or talk to some stakeholders in order to ensure that we have a clear and complete picture of the Board and these units.

### Report Writing

The final step will be devoted to preparing and presenting a report of our findings, including the identification of any issues requiring further study and recommendations

An **ethical process** to produce an **ethical product**: All of these steps will be conducted in accordance with the ethical guidelines reprinted on page 4.

for short term and longer term action. Both short and long versions of the report will be made available to all stakeholders.

# Ethical Principles Guiding the Evaluation

## Nature and Purpose of the Evaluation

1. We are undertaking this evaluation at the request of the Cree School Board in order to find out how well the school board, its schools and services are doing in relation to various matters judged to be important to their major stakeholders. It shall be conducted in accordance with these ethical guidelines, which shall be made available to relevant stakeholders, together with a written description of the evaluation.

## Relationships with Participants

2. All interactions with 'participants' during this evaluation shall be conducted in an ethical, professional manner, based on respect, honesty and openness.
  - (a) A 'direct participant' is someone who takes part in the evaluation by completing a questionnaire, being part of an interview, focus group or observed activity;
  - (b) An 'indirect participant' is anyone about whom a third party provides information.
3. We shall provide all prospective direct participants with a description of the evaluation, as well as an explanation of the nature and implications of their involvement.

## Privacy

4. Except for the 'routine information' listed in paragraph 9, we shall ensure that the disclosure of information about or the direct participation of every individual is voluntary, with no coercion of any kind applied, including the right to allow only partial disclosure or not to participate in any part of the evaluation and to cease participating at any time.

## Confidentiality

5. We shall ensure that 'raw data' – information as collected from and about participants – are treated confidentially and shared only with members of our evaluation team, all of whom have undertaken to respect the confidentiality of the data. This information may be used by future evaluation teams under these same conditions.

## Anonymity

6. Categories of respondents (e.g., teachers, female students) may be identified in the evaluation report or other media; however, we shall protect by all reasonable and appropriate means the identity of any individual participant in any such report or other media, unless that person has explicitly consented in writing to be identified.

## Informed Consent

7. Except for the 'routine information' listed in paragraph 9, we shall obtain written consent from each participant in advance of the data collection, having first informed him or her:
  - (a) about the evaluation (as per paragraph 3);
  - (b) of the type of participation requested;
  - (c) that his or her participation is voluntary, including the right to withdraw at any time; and
  - (d) that all information received shall be treated confidentially.

## Special Cases

8. In the case of a minor, we shall ensure that the written consent of a parent or legal guardian (as per paragraph 7) shall be obtained. Moreover, consent shall also be sought from the participant unless he or she is too young to understand. In the case of any other person incapable of giving informed consent, we shall ensure that the written consent of a parent or legal guardian (as per paragraph 7) shall be obtained.

## Routine Information

9. Consent shall not be requested to collect or use the following types of information:
  - (a) written, verbal or observational data about staff (e.g. qualifications & experience) or about students (e.g. test results) that do not identify the participant or permit him or her to be identified;
  - (b) data from current students about academic work or school/community activities (e.g. student rating of classroom teaching);
  - (c) job-related data from current staff (e.g. feedback on school organization).

However, the principles of confidentiality and anonymity stipulated above (as per paragraphs 5 and 6) shall be respected concerning the use of these data.

## Data Analysis and Reporting

10. We undertake that the analysis and reporting of data shall be conducted ethically and honestly so as to produce fair and accurate findings about the Board, its schools or services and that the data shall only be used for the purposes described above (see paragraph 1).

## Conservation of Data

11. The evaluation team leader shall be responsible for ensuring that the raw data and other materials from the evaluation shall be conserved for a minimum of two years; the confidentiality provisions of paragraph 5 apply to all data so conserved.

## Commitment

12. The commitments made in this statement are known and have been agreed to by the Cree School Board and its officials who are likewise bound by these guidelines.