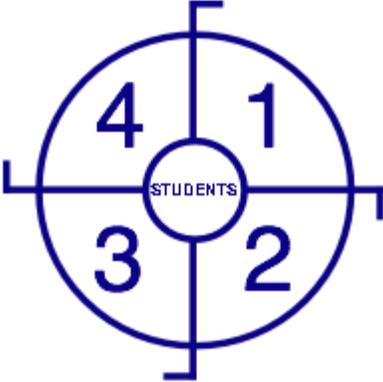


Educational Review: 2007-08



How Well Are We Doing?

Every school board and every individual school is different but in all cases their '**stakeholders**' - students, teachers, parents, administrators and community members - want to know how well their school board or school is doing in performing their core mission - providing quality education to its students.

As part of a number of efforts underway, the Cree School Board has asked the four-person team listed in the text box to undertake the **four-step process** (described on page 2) to review the delivery of educational services in the Board. The 'insider'-'outsider' profile of this team reflects the **participatory** nature of this exercise: If you are a stakeholder of the Board or one of its schools, this evaluation involves you.

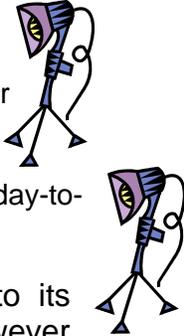
- William J. Smith, Talleyrand Professional Services.
- William E. Corrigan, Brentwood Consultants;
- Kim Quinn, Cree School Board; and
- Mary Bear, Cree School Board.

Your involvement may be as an active participant - someone who is asked to contribute information about some aspect of education in the Board - or it may simply mean being informed about the evaluation, particularly our major findings.

An Evaluation with two Spotlights on Results & Operations

Any evaluation is meant to shed light on key issues that are important to stakeholders. In this evaluation we are focusing our spotlights on two such issues:

- **results** - how well the Board and its schools are succeeding in achieving the short, medium and long term results they have set for themselves; and
- **operations** - how well the Board and its schools are carrying out their day-to-day operations, including the use of the resources at its disposal.



The evaluation is meant to assist the Board in being accountable to its stakeholders and to improve service delivery in the future. It is not, however, intended to evaluate either students or staff.

Our Answers to Frequently Asked Questions About Evaluation

The following provides our answers to some questions that are often asked about evaluations.

Q What are the **four steps** all about?

- The evaluation is scheduled to unfold in four steps: **Step 1**, Planning & Preparation, runs from August 1 to September 30, 2007; **Step 2**, Data Collection, takes place between October 1 and December 15, 2007; **Step 3**, Data Analysis and **Step 4**, Report Writing, occur between January and March 31, 2008.

Q What kinds of questions will you be asking?

- Our very first question is to ask key stakeholders what answers they would like to have from this evaluation to ensure that we ask the right questions in order to provide information about **what matters** to people. Some examples of typical questions are shown in the text box.

How well does the school prepare students for post-secondary studies?

How well do the Board's administrative services support the schools?

Q How will you gather information during the evaluation?

- First, we will collect documents and records from Board and school administrators; second, we will observe what goes on in schools, board offices, etc.; third, we will talk to stakeholders, both individually and in small groups; finally, we may use various *instruments* (for example, a questionnaire) to gather other types of information.

Q How will you determine if the Board and its schools are doing well?

- Once we determine what matters to stakeholders, we will develop **indicators** that will provide a reasonable means to either measure or represent in some other way the performance of the Board and its schools (see examples in the text box).

Graduation rates provide an indicator of school success.

Student/staff ratios provide an indicator of the investment of resources.

Q What can we expect to see from this evaluation?

- The immediate output of the evaluation will be a written **report**, which will be made public, but we will also provide a summary of the major findings and recommendations. More important than any report will be the **actions** which follow; these may include changes that directly affect how services are delivered or changes that indirectly affect these services, for example, through the development of the Board's human resources.

Our Commitment

We are committed to conducting every aspect of the evaluation in accordance with the ethical guidelines available on the webpage.

Q How can I learn more about the evaluation?

For more information on or input to the Educational Review

http://www.cscrec.qc.ca/Edreview/ed_review.htm

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