



Administrative Procedure 4035

Evaluation of Instructional Programs and Services

Board Governance Policy Cross Reference: [1](#), [2](#), [12](#)

Administrative Procedures Cross Reference:

Form Cross Reference:

Legal/Regulatory Reference:

Date Adopted: August 2007

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The Brandon School Division recognizes its responsibility to provide for the evaluation of instruction and learning of programs and services. The Division believes that structured reviews of instructional programs and services are essential to improve instruction, student achievement and fiscal responsibility.

The primary purposes of program and services reviews are to:

- improve student achievement;
 - review curriculum implementation;
 - ensure appropriate utilization of resources; and
 - recommend increase, decrease or maintenance of instructional programs and services.
1. The Superintendent/CEO or designate will identify annually programs or services that will be reviewed.
 2. Program reviews must follow standard practices which include but are not limited to:
 - a) Purpose and timelines:
 - i. Statement of the purpose/intent of the review, identification of main recipients of the evaluation, decisions to be made and required information and resources.
 - ii. Timelines as appropriate to the complexity and magnitude of the program or service under review.
 - b) Methodology:

To be determined by the nature of the review

- i. Quantitative - evaluation focuses on specific outcomes that are smaller parts of some larger perspective. This approach follows the traditional scientific research model. Quantitative evaluation emphasizes standardization, precision, objectivity and reliability of measurement instruments together with replicability and generalizability of findings.
 - ii. Qualitative - evaluation procedures illuminate typical patterns of action and meaning from the perspectives of program participants and staff. As a result, this form of evaluation focuses on processes and employs multiple data-gathering methods, especially observations and interviews. Such data analysis uses more of an inductive or intuitive approach than other evaluation methods.
 - iii. Mixed Model - employs both quantitative and qualitative methods.
 - c) Ethical considerations:
 - i. Inform administration, teachers, parents and students as applicable of the evaluation purposes and processes and advise that such will be carried out in accordance with policy governing Freedom of Information and Protection of Privacy Act (FIPPA);
 - ii. In data collections ensure protection of students, teachers and respondents;
 - iii. Report information in a form that respects the anonymity of individuals and groups.
 - d) Resources required.
3. Approval of Review Plan by Senior Administration.
4. Submission of final report to the Division and participants. The report will include:
 - a) a summary, outlining the program that was evaluated, the evaluation process and the main conclusions and recommendations;
 - b) information about the program:
 - i. context;
 - ii. outcomes;
 - iii. baseline data; and
 - iv. resources;
 - c) results of data; and
 - d) conclusions and recommendations.