

## **270 EVALUATION OF INSTRUCTIONAL PROGRAMS AND SERVICES**

### **Background**

Program evaluation provides reliable insights into the quality and effectiveness of the Division's instructional efforts. It also serves to acknowledge the Division's obligation to be accountable to the public for the quality of education provided for students as well as its obligation to ensure that all programs are being offered in accordance with the provincial program of studies.

The Division will periodically evaluate its educational programs in order to maintain and improve their effectiveness in terms of achieving their objectives.

### **Procedures**

1. Educational Programs shall include any programs that directly or indirectly affect the educational status of students. These may include:
  - a. Curricular (subject area/locally developed/pilots, etc.)
  - b. Extracurricular (athletics/fine arts, etc.)
  - c. Transportation
  - d. Inclusive Education
  - e. Counselling
  - f. Educational Assistants and Volunteers
  - g. Other
2. The Superintendent shall identify the program(s) to be evaluated. External program evaluations may be conducted by Alberta Education at the request of the Superintendent.

3. Evaluations shall serve to maintain, improve or discontinue the evaluated program or service. The information may also be used to develop or implement additional programs or services if required.
4. The evaluation team(s) shall be selected by the Superintendent from personnel in the local School Division, Central Office, Alberta Education, or the public at large.
5. The criteria and procedures for each evaluation shall be determined by the evaluation team, subject to the approval of the Superintendent.
6. Criteria used to evaluate program effectiveness may include, but will not be limited to:
  - a. Adherence to Alberta Education curriculum guidelines and Division requirements.
  - b. Appropriateness and availability of resources to support program delivery.
  - c. Suitability and variety of learning activities in which students are engaged.
  - d. Degree of integration with other programs.
  - e. Quality of long-range plans.
  - f. Articulation between and among grades.
  - g. Provisions made to accommodate individual student needs.
  - h. Suitability of student evaluation procedures.
  - i. Quality of in-service and professional development programs offered in support of program or service development/implementation.
  - j. Results achieved by students
7. The evaluation report shall be presented to the Superintendent approximately three months following the beginning of the evaluation and may be in the form of observations, commendations and recommendations. The report shall be filed at Division Office.

## **References**

Section 18,33,52,53,66,67,196,197,222 Education Act  
Guide to Education ECS to Grade 12  
Policy and Requirements for School Board Planning and Reporting  
School Authority Planning and Reporting Reference Guide  
Ministerial Order on Student Learning 001/2013

## **History**

Developed: August 2003  
Amended: January 2020