

## MODULE 8

### Answering “Is what we are doing making a difference?” With Evaluation

#### OVERVIEW

**Evaluation is necessary to make sure we are achieving our intended results.** Evaluation involves measuring the impact of programs and processes that support implementation of the Continuous School Improvement Plan, so our work on **digging deeper into school programs and processes** will be the best, first place to start the work of evaluation:

- **The Program Evaluation Template** for working on program/process design, support, and evaluation.
- **Flowcharting** is a great way to visually describe implementation of a program or process.
- A **School Process Inventory** is a great tool for looking across ALL of organizational processes and programs.

Compare your process inventory with the findings of data analysis to identify the programs and processes that should be the focus of your improvement efforts. You should have a Program Evaluation Tool completed for each. This should be difficult work that requires reference to best practice, professional learning, and other resources. Flowcharting is a visualization of what each program would look like when fully implemented within the tool, or to design implementation strategies after the tool has been completed.

**Equally important is evaluation of the system designed to support implementation of improvement strategies.** While we have worked on implementation-level processes by using the tools listed above, the system of your learning organization can also be assessed by using the Continuous Improvement Continuums. It is the difference between asking about the implementation of an improvement strategy versus asking about how we support it, systemically. **Revisit the Continuous Improvement Continuums from Module 3 to measure your improvement work over time.** Use the Continuous Improvement Continuums as a self-assessment tool to measure your school against the CSI Framework, specifically your approach, implementation, and outcomes relative to seven continuous improvement categories: Information and Analysis, Student Achievement, Quality Planning, Professional Learning, Leadership, Partnership Development, and Continuous Improvement and Evaluation.

#### Link to Accreditation

Evaluation of the CSI goals and recommendations from the past accreditation visit should be conducted each year and Annual Program Reports are to be submitted in Accreditrac. In the 5<sup>th</sup> year of the accreditation cycle, schools will initiate the Self-study process, completing it in the 6<sup>th</sup> year, in preparation for the accreditation visit.

*If you are not monitoring and measuring program implementation, the program probably does not exist. It doesn't exist the way you think it exists. Ultimately, what is not measured is marginalized...*

#### READ

**Bernhardt, V.L. (2018).** *Data analysis for Continuous School Improvement (4th ed.)*. New York, NY: Routledge.

Chapters 12, 14

<https://www.routledge.com/Data-Analysis-for-Continuous-School-Improvement/Bernhardt/p/book/9781138294622>

[Download a book order form that contains a 20% off discount code.](#)

#### DO

- [PPT To Support This Module](#)

#### Facilitation Guides:

- Program Evaluation Template, p 252.
- Flowcharting School Processes, p 260.
- Continuous Improvement Continuums Facilitation Guide, p 193.

#### Templates:

- [Program Evaluation Template](#)

#### Handouts:

- [Program Evaluation Template Example](#)
- [Continuous Improvement Continuums](#)
- [Link of Adventist Education to Continuous School Improvement and Accreditation](#)

#### REFER

#### Examples/Additional Reference Items:

- Program Evaluation Template Examples, pp 84-86, 111, 151, 160, 257, 258-259.
- Flowchart Examples, pp 262-264.
- CIC Sample Report, p 196.

#### Videos:

- [Evaluating Improvement Efforts](#)
- [Evaluating Systems-Level Process Implementation and Our Progress Relative to the CSI Framework with the CICs](#)

#### REFLECTION QUESTIONS

\*Additional reflection Qs available at the end of each chapter.

1. Why is evaluation important to Continuous School Improvement?
2. How do you evaluate your programs, processes, and vision, and how should you?
3. How do you evaluate your Continuous School Improvement plan, goals and objectives, and how should you?
4. How does the Continuous School Improvement framework help a school become a true learning organization?