

### EVALUATION OF THE INSTRUCTIONAL PROGRAM

There is a need for the continuing, qualitative, systematic evaluation of the progress of the educational program toward meeting its established goals and objectives and the requirements of state and federal law. Such evaluation can provide information which is vital toward making appropriate recommendations and changes and improvements in educational programs, curricular structure and materials. It is the belief of the Board of Education that evaluation is an integral part of a program.

The Board directs the Superintendent to develop and implement short-range and long-range plans for the systematic formative and summative evaluations of all educational programs. These evaluations will be based on the current and accepted models of program evaluation as they may be applied to the Old Tappan School District. To this end, the Superintendent shall recommend tests and methods indicated by his/her best professional judgment.

The Board reserves the right to review standardized tests and to approve those that serve an educational purpose without infringing upon the personal rights of the students or their parents/guardians. The results of any evaluation may be released by the Superintendent using District-wide data. Parents/guardians may obtain an explanation of the results of their child's test from qualified school personnel.

All new programs or major revisions to existing programs must include an evaluation design with the following components:

- A. Needs assessment which states the rationale for the programs in specific terms.
- B. Goals which relate to the needs and objectives which specify activities and products of the program.
- C. Program evaluation which determines whether the activities and products are in the process of being accomplished and when they are actually accomplished.
- D. Budget estimate for each activity as to personnel, training, supplies and equipment needed to accomplish the program

All new programs or major revisions to existing programs shall have an evaluation at the conclusion of the first full year of implementation. The Board may request additional longitudinal or follow-up data for decision-making purposes.

Based upon the evaluation of all new programs or major revisions to existing programs, the Superintendent shall make appropriate recommendations to the Board about program and staff. He/she will ensure that all required data is submitted to the Commissioner for inclusion in the school report card.

The Board will cooperate with the Commissioner in the conduct of such state-wide assessment programs as are required by the State Board of Education and shall use the data gained thereby toward the improvement of the schools of this District.

**EVALUATION OF THE INSTRUCTIONAL PROGRAM (continued)**

<b><u>Legal References:</u></b>	<u>N.J.S.A.</u> 18A:7A-10	Evaluation of performance of each school
	<u>N.J.S.A.</u> 18A:7E-2 through -5	School report card program
	<u>N.J.A.C.</u> 6A:7-1.4	Responsibilities of the District Board of Education
	<u>N.J.A.C.</u> 6A:8-1.1 <u>et seq.</u>	Standards and Assessment
	<u>See particularly:</u>	
	<u>N.J.A.C.</u> 6A:8-3.1, -4.3, -4.4, -4.5	
	<u>N.J.A.C.</u> 6A:14-4.1(i)	General requirements
	<u>N.J.A.C.</u> 6A:23-8.3	Commissioner to ensure achievement of the Core Curriculum Content Standards
	<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
	<u>N.J.A.C.</u> 6A:32-1.2	Definitions

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

<b><u>Cross References:</u></b>	*1000/1010	Concepts and roles in community relations; goals and objectives
	*1120	Board of Education meetings
	*5120	Assessment of individual needs
	*5145.4	Equal educational opportunity
	6000	Concepts and roles in instruction
	*6010	Goals and objectives
	6011	Thorough and efficient/QEA
	*6141	Curriculum design/development
	*6147	Standards of proficiency
	*6171.4	Special education

\*Indicates policy is included in the Critical Policy Reference Manual.

**Key Words**

Evaluation, Evaluation of the Instructional Program, Instructional Program

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