

The board recognizes the importance of having a systematic process for evaluating instructional programs. An evaluation process should identify any need for modifications to the instructional program in order to meet the educational goals of the board and state standards for student achievement.

An effective evaluation process should focus on the educational process as well as the outcomes of instructional programs by including techniques such as the following:

1. testing programs, such as nationally standardized general achievement tests, national standardized tests, and criteria reference tests in specific subject areas, and tests administered by other agencies;
2. observations, surveys, interviews, anthologies, and portfolios;
3. student records, including school achievement records and dropout records of students;
4. periodic surveys of staff, parents, students, and community members; and
5. review by outside professionals such as U.S. Department of Education specialists and specialists from other agencies.

The superintendent is responsible for ensuring that periodic evaluations are taking place and for reporting the results with recommendations to the board of education. Any student surveys used for evaluating the programs must be approved in advance by the superintendent. Instructional programs also may be evaluated and changes implemented as a part of a school's improvement plan, so long as the school continues to comply with all related board policies. The board encourages professional development for teachers and administrators so that changes in the instructional program may be implemented as effectively as possible.

Legal References: G.S. 115C-36, -47, -276

Cross References: Goals and Objectives of the Educational Program (policy 3000), Testing and Assessment Program (policy 3410), School Improvement Plan (policy 3430)

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