

E. Evaluation of School Policy

1. Context Evaluation

Questions	How to Answer the Questions	Resources
1. Are student needs being met by current policies?	Needs assessment; problem identification	Student performance and behavior records
2. Are faculty and staff needs being met by the current policies?	Interview faculty and staff	Questions such as: How have current policies met your needs? Which policies, if any, have not addressed your needs? What policies should be amended or replaced with more up-to-date policies?
3. What resources are available to the policy-making committee?	Interview policy-making committee	Questions such as: What physical resources are available to the committee, i.e., funding, facilities, personnel, computers, manuals? Are the resources adequate? How do the resources compare with those at other schools of similar size?
4. Are current policies being implemented?	Interview faculty, staff, administration, parents	Questions such as: Are the current policies being implemented? What hinders the current policies from being implemented?

2. Input Evaluation

Questions	How to Answer the Questions	Resources
1. Is needed policy adopted? Are policies fair, efficient, and responsive to district needs?	Interview administrative staff, teachers, faculty, parents, and superintendent	Questions such as: Is the time between policy inception and implementation appropriate? Are policies and procedures in line with district goals? Are policies up-to-date? Are district policies implemented evenly across schools?
2. Are procedures adopted in line with district guidelines?	Review of policy adoption procedures; interview audiences involved, i.e., board, school personnel, community	Review documented rules of procedures, protocol for adoption, voting procedure, due process (public involvement), time to adoption
3. Are relevant audience members involved in policy-making decisions?	Review audience mix in policy-making decisions, i.e., number and nature of representatives, independence and objectivity, composition of policy-making groups (diversity of viewpoints, expertise, practical experience, etc.), equitable representation (professionals, lay citizens, minority groups, etc.)	Policy committee attendance records
4. Are decisions communicated adequately to the public?	Interview community members, administrative staff, superintendent	Questions such as: Are policy decisions explained adequately? Are citizen groups given adequate time to present opposing views? Are public hearings convened in a manner that allows for the open communication of ideas? When written responses are sought by the public, are they accommodated?

Questions	How to Answer the Questions	Resources
5. Is policy content appropriate?	Review policy content for (1) rationale; (2) authoritative claim, i.e., logic, theory, usefulness, state and federal mandates, tradition, trends, research based; (3) specificity; (4) adequacy of content, i.e., clarity, relevance, comprehensiveness, appropriate jurisdiction, ethics, parameters established, basis for renegotiation of content.	<i>A Handbook of Educational Variables: A Guide to Evaluation</i> (Nowakowski et al., 1985, pp. 162-163)

3. Process Evaluation

Questions	How to Answer the Questions	Resources
1. How adequately is policy implemented?	Interview administration, staff, community members, and faculty	Questions such as: Are you aware of any policies that are not enforced? Are there any negative consequences to enforcing certain policies? Are policies implemented in a timely and effective manner?
2. Are appropriate audiences informed and involved in implementation?	Determine audience (i.e., policymakers, central administrators, building administrators) and level of involvement (i.e., conversion of policy to rules/procedures/guidelines, disseminating responsibilities, monitoring and enforcing compliance	Policy manual Policy meeting minutes and attendance records
3. Are the effects of policy monitored?	Examine any measurement tools used to monitor policy decisions (i.e., intended vs. unintended outcomes, side effects, litigation, resources spent/effectiveness); response to dissemination of policy information (i.e., audiences, methods, monitoring, timing; compliance efforts [enforceability, resources, number or percentage of compliance problems, audience attitudes toward compliance])	<i>A Handbook of Educational Variables: A Guide to Evaluation</i> (Nowakowski et al., 1985, pp. 164-165)

Questions	How to Answer the Questions	Resources
<p>4. Are policy review and revision procedures adequate?</p>	<p>Examine procedures for revision of policy:</p> <ul style="list-style-type: none"> * adequacy of review process, i.e., timeliness, frequency, efficiency, thoroughness, protocol, types of reviews solicited * adequacy of revision process, i.e., documented procedures for revision, audience involvement, voting procedures, protocol specified, basis for revision, appeal system, due process, review of revisions * effectiveness of review and revision process, i.e., number of appeals, number of policy reviews per year, percentage of recommended revisions, percentage of revised policies, impact of revised policy 	<p><i>A Handbook of Educational Variables: A Guide to Evaluation</i> (Nowakowski et al., 1985, p. 164)</p>

4. Product Evaluation

Questions	How to Answer the Questions	Resources
1. What is the impact of each policy?	Interview administration, community members, faculty, staff, students	Questions such as: What are the positive and negative effects of each policy? What adverse effects have arisen due to a specific policy? Do the procedures correspond to the policies?
2. Is the policy manual effective in the administration of school-related issues?	Review policy-related decisions, litigation, complaints, revisions to policy and procedures	School policy manual
3. Do policies and procedures adhere to district and state regulations?	Review and compare schoolwide policies with district and state policies	School policy manual District and state policy guidelines