Daniel J. Curtis

EDFI 7100

**Evaluation Strategy**

October 1, 2010

Since this particular charter school serves students as a credit recovery school for 16-22 year old students who have dropped out in the past, it is particularly important for our staff to understand the importance of evaluation strategies to assess the effectiveness of our curriculum in meeting the needs of the students. Because of the fact that our students have experienced failure in school in the past, it is extremely important that our curriculum not only assesses and remediates, but also engages our students and helps them to employ higher order thinking skills. Summative and formative assessments will be utilized by the teaching staff and administration, and other stakeholders in order to develop and maintain an efficient contextualized curriculum that meets the needs of all our students.

Formative assessment will take place in the classroom in many different structures. First, students will be given a pre test to determine their areas of weakness. Based on this pretest at the beginning of the semester, the teacher will develop activities over the course of the semester that will help the students develop those areas of need that they have exhibited from the pre test. In order to assess student learning, students will be given daily homework that helps them apply extend their learning from the classroom. By reviewing and discussing the homework in class each following day, teachers will assess the level of which students are applying material that was discussed the previous day. Teachers will also be using formative assessment in the avenue of group projects. By engaging students in activities that students show interest in to apply the material they learned in a manner that forces students to communicate with others and reflect of alternative ways of thinking will help the curriculum truly become contextualized. Weekly quizzes will be given to students in order to assess their weekly progress and understanding and ability to apply the material to higher order questioning.

Summative assessment will take place amongst the data teams in the school, the administrative staff and the math department. Strand analysis will be reported three times per year to assess the gaps in how the curriculum aligns with the Ohio Graduation Tests. Departments will meet to decide how best to modify the course curricula to help students master all state standards and benchmarks. Professional development will be offered to teachers to help refine their strategies in working with students in highly diverse and extremely low S.E.S. populations. Since our buildings poverty status is labeled as high poverty with 73.6% of our students qualifying for free and reduced lunch, many of our students experience many issues that classroom teachers are not accustomed to helping with. Through professional development and other summative assessment strategies like strand analysis, teacher evaluations, and departmental course evaluations, the math courses at my school have made huge improvements in quality in the past few years.