

Evaluation of Instructional Programs

The school committee considers comprehensive and objective evaluation of the effectiveness of the curriculum to be of primary importance. The superintendent will provide for the translation of the stated instructional goals into objectives and for appraisal of their implementation in order to:

1. Determine educational needs and provide information for planning.
2. Indicate instructional strengths and weaknesses.
3. To check on the suitability of programs in terms of community requirements.
4. Show the relationship between achievement and the school district's stated goals.
5. Provide data for public information.

Elements of this evaluation process may include:

1. Ongoing needs assessments in the areas of: organizational effectiveness; quality of education; student achievement, growth and development.
2. Testing programs such as nationally standardized general achievement tests, nationally standardized tests in specific subject areas, the state administered MCAS test, and tests administered by other agencies.
3. Study of school achievement records.
4. Study of students' high school achievement and drop-out records.
5. Use of outside services, participation in regional research studies, contracted evaluation services; evaluation services at cost to the school system must be approved in advance by the school committee.
6. Teacher and parent evaluation of student behavior.
7. State Department of Education specialists and services.
8. Evaluation by the regional accrediting association.
9. Evaluation by other agencies.

An evaluation of the effectiveness of the curriculum and the various instructional programs that support it will be made periodically and reported to the committee by the superintendent.

{Adoption date} *No record* for the Edgartown School District

CONTRACT REFS.:

Revised:

CROSS REFS.:

LEGAL REFS.:

Martha's Vineyard Public Schools

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