

**Knox County R-I School District
Programs and Services Evaluation Form**

Program: K-5 Instructional Effectiveness

Person(s) responsible: Alex Van Delft—Elementary School Principal

Number of Employees: Certified 22 Non-Certified 7

Number of students enrolled/participants in the program: 210

Program: Local ✓ State ✓ Federal ✓

Goals and Objectives (Can it be measured with data?):

1. The building will meet AYP targets in all areas
2. All students will be reading on grade level by the end of third grade according to the standardized test scores and local assessment data.
3. Teachers will be evaluated regularly using multiple data points to increase instructional effectiveness.
4. Staff will implement Student Learning Objectives as directed by the state requirements.
5. Data teams will continue to meet with K-1, 2-3, and 4-5 teams for maximum effectiveness in the use of data of drive instruction.
6. Teachers will create professional growth plans that directly assess their professional as determined by the teacher and the building administrator.

Evaluation Criteria (What gauges success?):

1. Local assessment data will be analyzed for all students in reading and math in benchmark and progress monitoring.
2. Local assessment will include, but is not limited to Gates-MacGinitie, DIBELS math, DIBELS reading, Study Island and iREADY
3. Standardized test scores will be tracked from year to year to measure student learning/skills and growth.
4. Staff professional development will be analyzed annually.
5. The use of locally designed iTunesU electronic performance based teacher effectiveness system will evaluate instructional practices.

Types of data collected: (Check all areas that apply)

- Surveys of staff, community, students, business
- Standardized assessments, assessment statistics
- Longitudinal performance data
- Participation or placement rates
- Financial revenues/expenditures
- Internal evaluations by staff
- External evaluations by others
- Attendance rates
- Dropout rates
- Suspension/expulsion/discipline rate
- Participation rates in co-curricular/extracurricular activities
- Special program participation rates
- College/vocational attrition rates
- College/vocational completion rates
- Student attitude and interest surveys
- Other—PBTE, Core Data

Procedures used to evaluate the collected data:

1. Collective data is reviews by building principal, teaching staff, and administrative team.
2. Analysis of standardized test scores in all content areas
3. Continual analysis of benchmark and progress monitoring data in reading, math and science
4. Review of the number of students who qualify for a Reading Improvement Plan
5. Analysis of data regarding instructional practices collected through the iTunesU electric performance based teacher effectiveness system.

Who collects the data? ___ Building Principal, Superintendent _____

Who reports the data? ___ Building Principal, Superintendent _____

Who analyzes the data? ___ Staff, Building Principal, Superintendent _____

Success of program based on the data (benefits):

1. Student achievement in the top two levels of MAP

Math percentage of students coring at proficient and advanced					
Grade Level	2017	2016	2015	2014	2013
3rd Grade	57.9%	60.6%	67.5%	63%	45%
4th Grade	48.5%	19.5%	63.3%	25%	53%
5th Grade	35.7	54.5%	25.8%	53.3%	34%

ELA percentage of students coring at proficient and advanced					
Grade Level	2017	2016	2015	2014	2013
3rd Grade	52.6%	60.6%	51.3	48.1%	32%
4th Grade	57.6%	48.7%	53.3%	12.5%	53%
5th Grade	31%	51.5%	35.4%	56.7%	33%

2. The percentage of students requiring a reading improvement plan will decrease yearly.

Recommended changes needed to achieve the goals and objectives of the program:

- Increase effective instruction practices of staff in the areas of reading and math through the use of common assessments and increase rigor
- Continue school-wide Title I Intervention
- Reorganize data teams to focus on grade level partners to drive instruction
- Increase the time administrators are in the classroom to provide time for collaboration about effective instructional practices
- Retain high quality teachers in the district.

Action to be taken:

1. Continue grade level collaborate data team weekly for on-going analysis of data
2. Use iReady to gather student achievement data and individualized instruction
3. Provide training on the iTunesU teacher evaluation tool and implementation and feedback on the implementation.
4. Increase administrator monitoring of classroom instructional practices.

5. Monitor student progress on Reading Improvement Plans

Changes made in the last two years:

- Increased emphasis placed on technology resources in the classroom and the primary focus of professional development for teachers. The SAMR model has been implemented to determine teacher implementation status.
- Implemented the use of digital learning and instructional practices through the use of iReady
- Increase in technology training for teachers through Vanguard training.
- During the 2016-2017 school year administrators started measuring engagement and technology use using the Instructional Practices Inventory

Date presented to the Board of Education: ___December 19, 2017_____