

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

Program:     **Title I/Preschool**    

Person(s) responsible:     **Nancy Goodwin**    

Number of Employees: Certified     **1 Administrator, 4 Teachers**      
Non-Certified     **3 Paraprofessionals**    

Number of students enrolled/participating in the program:     **All students grades K-5 and up to 30 Preschool**    

Program: Local                      State     **X**     Federal     **X**    

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

- 1. Ensure all children have a fair, equal and significant opportunity to obtain a high quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and assessments.**
- 2. Meet the needs of low-achieving children closing the gap between high and low performing children.**
- 3. Expand parent and family involvement.**
- 4. Provided enriched and accelerated instruction for children**
- 5. Ensure high quality professional development for Title I Staff.**
- 6. Increase developmental behaviors from seven learning domains that promote kindergarten readiness and school success.**
  - a. Physical Development**
  - b. Symbolic Development**
  - c. Communication**
  - d. Mathematical/Physical Knowledge**
  - e. Working with Others**
  - f. Learning to Learn**
  - g. Conventional Knowledge**
- 7. Communicate with parents of preschool children to facilitate a smooth transition from the preschool setting to the kindergarten setting.**
- 8. Decrease referrals for special education services in the K-12 program.**
- 9. Decrease need for Title I intervention in kindergarten.**

Evaluation Criteria (What gauges success?):

- 1. APR measures the percent of students who are proficient in communication arts and math on the MAP. Buildings and subgroups are also measured for levels of proficiency.**

2. **Instructional strategies for meeting the needs of low achieving students are included in the curriculum.**
3. **Review mid-term and quarter grades to determine progress of students**
4. **Involve parents in the process of program evaluation and review of achievement data.**
5. **Document participation rates for preschool and analyze exit data.**
6. **Review expenditures for professional development utilizing both federal and PDC funds.**
7. **Reading Scores on DIBLES and iReady.**
8. **Math progress using DIBLES Math and iReady.**
9. **Pre/post administration of the DIAL-4 developmental assessment.**
10. **Participation rates with parents in regard to home visits and group meetings.**
11. **Analysis of special education referrals.**

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
- other

Procedures used to evaluate the collected data:

1. **Review all relevant data annually to assess the effectiveness of program.**
2. **Establish annual measurable objectives for continuous and substantial progress.**
3. **Align curriculum with state standards and grade level expectations.**

Who collects the data? **Director of Federal Programs, Building Principal and Title-I Staff**

Who reports the data? **Director of Federal Programs**

Who analyzes the data? **Administrative Team, Board of Education**

Success of program based on the data (benefits):

1. **Title I students will meet APR requirements in all subgroup areas.**
2. **Improved overall readiness scores as indicated by the DIAL-4 from preschool to kindergarten entry.**
3. **Increase in participation rates of home visits and group meetings.**
4. **Decrease in participation rates of special education services.**

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

- 1. Continue to implement the School-wide Title I program and evaluate the effectiveness of the new program.**
- 2. Continue to analyze preschool curriculum and train new staff as needed.**

Action to be taken:

- 1. Continue to develop and implement plan for changes in the delivery of Title I services with the assistance of regular education staff, Title I staff and special education staff along with parental input.**
- 2. Review needs for assessment and diagnostic tools used by Title I Staff.**

Change made in the last two years:

- 1. Implementation of the new Dyslexia requirements began during the 2018-2019 school year.**
- 2. Implementation of iReady during the 2nd semester of 2017-2018 school year to aid in addressing student needs.**
- 3. Changes to supervision of math and reading activity nights during the 2018-2019 school year.**

Date presented to the Board of Education:                     **July 16, 2019**