



## HALLSVILLE SCHOOL DISTRICT PROGRAM EVALUATION REPORT

**District program:** Instructional Effectiveness  
**Person(s) responsible:** J. Esquivel, R. Nichols, B. Morris, L. Terry, T. Sides, M. Cooley, A. Cooney, D. Simkins  
**Submission deadline:** October 1                      **Date of Board presentation:** October 15, 2024

### The Board-approved goals of this program are:

1. Instructional staff routinely provide effective instruction designed to meet the needs of all learners.
2. Instructional staff use effective assessment practices to monitor student learning and adjust instruction.
3. The district has implemented effective instructional programs designed to meet the assessed needs of its students, as well as the practices and procedures needed to support these programs.
4. Instructional resources and equipment that support and extend the curriculum are readily available to teachers and students.

### The Board-approved objectives of this program are:

1. Teachers and leaders apply professional judgment and use the teacher/leader standards to inform and improve practice.
2. Instructional staff routinely collaborate and use student data to provide appropriate interventions to address a range of student instructional and behavioral needs.
3. Instruction is routinely differentiated to address the needs of all students.
4. Instructional staff use evidence-based instructional practices to meet the learning needs of all students.
5. Comprehensive PreK-12 literacy instruction is provided.
6. All staff are an integral part of the instructional practices.
7. All staff demonstrate effective use of available instructional time.
8. Instructional staff design and use appropriate, meaningful, and rigorous learning tasks for all students.
9. Building leaders demonstrate that supervision of instruction is a priority.
10. The district requires instructional staff to consistently utilize evidence-based instructional practices as they were designed to be implemented and routinely monitors instructional staff for implementation of these practices.
11. Instructional staff use both formative and summative assessments to monitor student learning and adjust instruction.
12. Instructional staff regularly and systematically use assessment results and other student work to make adjustments to curriculum, instruction, and intervention strategies to assist students in meeting state achievement standards.
13. Classroom assessments include the use of higher-order thinking and problem-solving skills, as well as complex reasoning skills.
14. Timely, descriptive, and constructive feedback from assessments is provided to students and parents.
15. Adequate instructional time is available to implement the written curriculum.
16. Written procedures are in place and administrators ensure that the written curriculum is implemented and part of the district's program evaluation plan.
17. Highly qualified, subject matter expert teachers provide instruction in all core content classrooms in grades six through twelve.
18. Up-to-date resources and equipment are readily available.
19. Instructional resources support curriculum objectives.
20. Technology is an integral part of the instructional program.
21. Teachers and administrators accept responsibility for promoting student success and reducing student failure.



**HALLSVILLE SCHOOL DISTRICT  
PROGRAM EVALUATION REPORT**

**The data sources used to determine the extent to which the goals and objectives are being met include:**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Attendance/dropout/suspension rates            | <input type="checkbox"/> Library media standards assessment                |
| <input checked="" type="checkbox"/> Parent/teacher/student surveys                 | <input checked="" type="checkbox"/> State/federal program requirements     |
| <input checked="" type="checkbox"/> Assessment statistics                          | <input checked="" type="checkbox"/> Longitudinal performance data          |
| <input type="checkbox"/> College attrition/completion rates                        | <input type="checkbox"/> Finances—revenues and expenditures                |
| <input type="checkbox"/> Long-term facility/maintenance needs                      | <input checked="" type="checkbox"/> Internal evaluations by district staff |
| <input type="checkbox"/> Participation in extracurricular activities               | <input checked="" type="checkbox"/> External evaluations by others         |
| <input checked="" type="checkbox"/> Participation in special/supplemental programs | <input type="checkbox"/> Other:  |

**EVALUATION RESULTS**

**Goals and objectives that were met:**

All except as indicated below.

**Goals and objectives that were not met:**

Objective 20: Technology is an integral part of the instructional program.

**Evidence of change in the past two years resulting from program evaluation:**

Year of change

Continue agreement with Burrell Behavioral Health to provide increased on-site direct services to students.	2022
Continue to support teacher-leader positions to provide an additional instructional technology person at each building, and divide the SAT into K-5 and 6-12 roles.	2022
Transitioned to MO SW-PBS to continue PK-12 MTSS/PBIS work based on building and district needs assessments completed in 2022.	2022
Instituted Monday Remediation program to offer additional needs-based learning opportunities for students in grades 3-12.	2023
Initiated two-year Science of Reading professional development for all K-5 classroom teachers, interventionists, Learning Specialists, and Title I teachers.	2023
Implemented Reading Success Plans to target reading instruction specific to student need as indicated on state-approved assessments.	2023
Expanded Early Childhood program to include a needs-based full-day preschool classroom for 20 students.	2023
Update Monday remediation program to Wednesday after school to better serve students' academic needs	2024



## HALLSVILLE SCHOOL DISTRICT PROGRAM EVALUATION REPORT

Expanded Science of Reading professional development to PK teachers and continued to train all new K-5 teachers. 2024

Updated technology plan to include systematic review of needs and provide targeted support. 2024

### **Program strengths:**

1. Faculty and administration are committed to providing rigorous, high-quality curriculum and instruction that meets the educational needs of all students.
2. Research-based practices are widely used to deliver instruction and monitor student progress
3. Interventions and structures are implemented across all buildings to ensure individual students receive support needed for academic success.
4. Faculty and administration continuously strive to improve curriculum and instructional programs, to ensure graduates are college and career ready.
5. The Hallsville community and Board of Education have demonstrated consistent commitment to providing the resources necessary for student success.

### **Program concerns:**

1. Recovery from the cumulative impact of the pandemic will continue for some time. Student learning, pandemic-related stress and anxiety, and staffing shortages continue to be a concern.
2. Analysis of standardized test data and use to plan appropriate instruction have become problematic due to ongoing changes and inconsistency in state standards, state assessments, and data reporting.
3. Ongoing training and support is needed to implement assessment tools with fidelity to monitor student progress and inform instruction.
4. Students' mental health and behavioral needs have increased highlighting the need for programs like PBIS, our SAT teams, and collaboration with FACE and Burrell Behavioral Health.

### **Future recommendations resulting from this evaluation:**

1. Continue emphasis on consistent implementation of high-quality tier one instruction and effective, targeted, research based tier two and tier three academic and behavioral interventions to improve student learning and facilitate steady recovery from pandemic-related learning gaps.
2. Continue to strengthen relationships with outside organizations and projects (e.g., FACE/Coalition, PBIS, Bridge, Burrell) to expand building capacity to meet the social and emotional learning needs of students.
3. Implementation of research-based instructional practices should continue to be an area of focus until the established achievement thresholds (as measured by assessment results) are reached in all areas.
4. Continue focus on implementation of the literacy program to ensure consistency across all grades and classrooms.
5. Increase emphasis on supporting faculty in the implementation of effective use of educational technology.