HALLSVILLE SCHOOL DISTRICT
PROGRAM EVALUATION REPORT

District program: Curriculum and Assessment

Person(s) responsible: Julie Esquivel

Submission deadline: November 8 **Date of Board presentation:** November 20, 2024

The Board-approved goals of this program are:

1. The local board of education adopts and district staff implement, review, and revise a rigorous, guaranteed, and viable curriculum for all instructional courses and programs.
2. The district administers state-required tests and other assessments and uses disaggregated data to inform and adjust systems, curriculum, and instructional practices.

The Board-approved objectives of this program are:

1. The district has a rigorous, written curriculum that includes the required components and is aligned to the most recent version of Missouri's academic standards and the English language development standards.
2. Essential content and skills that all students should know and be able to do have been identified.
3. The written, taught, and assessed curriculum are the same.
4. The district's written curriculum development and revision processes include PreK-12 vertical teams of instructional staff and administrators (including teachers of all student populations) who meet regularly to ensure articulation and vertical alignment.
5. The district has a written assessment plan that includes the required components.
6. The district uses a variety of assessment data (e.g., longitudinal, demographic, diagnostic) to support and inform district-wide decisions.
7. The local board of education annually reviews performance data for any subgroup of five (5) or more students per assessment in order to effectively monitor student academic achievement and persistence to graduation rates.
8. The district uses disaggregated data to adjust instruction for subgroups and has criteria for evaluating the effectiveness of these adjustments.

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

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

EVALUATION RESULTS

Goals and objectives that were met:

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All goals and objectives were met with the exception of those listed below.

Goals and objectives that were not met:

Objective 3. The written, taught, and assessed curriculum are the same.

Objective 7. The local board of education annually reviews performance data for any subgroup of five (5) or more students per assessment in order to effectively monitor student academic achievement and persistence to graduation rates.

Evidence of change in the past two years resulting from program evaluation:	Year of change
Administration continues to emphasize the critical importance of data team cycles and embedded PLC work as key to continuous improvement of both curriculum and instruction. Regular data team meetings allow teachers to employ data decision rules to form intervention groups and guide professional development geared toward instruction.	2024
Administration and teacher groups began to review current literacy curriculum, assessment, and instructional practices in middle school in accordance with Senate Bill 681.	2024
Differentiated professional development and time were provided during curriculum camp for teachers to review curriculum and assessments for alignment to ELOs and further evaluate resources for alignment to the Science of Reading.	2024
Ongoing use of iReady provides teachers with regular student data to monitor student growth and make instructional changes in ELA and math. Additionally, the standardization of iReady assessment cycles will create longitudinal data for review.	2023
Administration and teacher groups began to review current literacy curriculum, assessment, and instructional practices and began LETRS professional development with K-5 teachers in accordance with Senate Bill 681.	2023
Full faculty participation in curriculum camp to review and revise Essential Learning Outcomes and curriculum pacing guides.	2023
The evaluation of Embark as a curriculum management tool led to a decision to switch to a Google-based system offering educators the advantage of familiarity, requiring less training and enabling a stronger focus on crafting and aligning curriculum.	2023

Program strengths:

Teachers receive training on the curriculum review and revision process, curriculum alignment, and classroom assessment strategies through district and building professional development initiatives (e.g., annual spring curriculum camp).

The administration and teachers understand the important roles of curriculum evaluation and adjustment, are willing to write and revise curriculum, and understand that curriculum is ever-evolving and must be continuously updated.

The district employs effective structures—like annual curriculum camp and ongoing K-12 vertical content teams involving all certified staff—to ensure curriculum is evaluated and revised on a continuing basis to address both the educational needs of our students and changes required by the state. The reinstatement of a five-year review and revision cycle will further strengthen district efforts.

The administrative team serves an integral role in the curriculum review and revision process.

The district uses both state and local assessment data to evaluate the quality of curriculum and instruction. Data is analyzed on a longitudinal basis for student cohort groups and student subgroups (e.g., minority students, special education students, students who qualify for free or reduced-price lunch, etc.). Data analysis drives instructional improvement efforts.

The district supports curriculum and assessment work through purchases like iReady which includes diagnostic assessments that help educators identify students' strengths and areas for improvement, guiding instruction effectively. i-Ready adapts to each student's skill level with personalized lessons, using interactive lessons and games to engage and motivate students. Teachers track progress through reports, adjusting support as needed. Aligned with state standards, i-Ready offers interventions for struggling students and enrichment for advanced learners. It also supports parent involvement, helping families enhance learning at home.

Program concerns:

Missouri state assessments were not administered in the spring of 2020, leaving the district without one of our most historically reliable and valid longitudinal data sources for assessing the overall curricular and instructional programs. Lack of continuity in this data has a significant impact on our ability to evaluate the quality of our curricula.

The pandemic closure and quarantines have led to student learning gaps that faculty must work to fill while at the same time providing instruction in the established curriculum.

Repeated changes in the Missouri Learning Standards and the resultant changes to state assessments have led to numerous challenges. When assessments change, results are typically not comparable with previous tests, making meaningful longitudinal analysis difficult or impossible. New Science test results were reported for the first time in 2019. New Social Studies test result were reported for the first time in 2021.

Future recommendations resulting from this evaluation:

Faculty must continue to focus instruction on a modified curriculum focused on recovering from lost instruction during the pandemic and new instruction based primarily on essential learning outcomes. This means lower priority standards will be provided reduced emphasis until recovery from the school closure and quarantines is observed.

Continue implementation of vertical structures like curriculum camp and K-12 vertical teams as vehicles for ongoing professional development, curriculum review, and revision.

Continue to staff and leverage the teacher-leader positions as mechanisms to drive curriculum review, evaluation, and improvement.

Continue to focus the curriculum revision process on the following areas: (a) vertical articulation of and unit emphasis on priority learning standards; (b) increased differentiation options to assure maximum learning for all students; (c) continued identification/development and implementation of common diagnostic, formative, and summative assessments as tools to maximize student learning and assess the quality of curriculum and instructional programs; (d) further increase the level of rigor associated with assessments and instructional activities; (e) continued integration of non-fiction reading and writing into course curricula across all content areas.