



HALLSVILLE SCHOOL DISTRICT  
PROGRAM EVALUATION REPORT

**District program:** School Counseling

**Person(s) responsible:** Katie Carroll, Matt Boyer, Kayla Lewis, Codi Campos, Sarah Wulff, Rachel Sides

**Submission deadline:** December 12                      **Date of Board presentation:** December 18

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

1. The professional school counseling program is an integral part of the instructional program.
2. The counseling department serves all students, early childhood through grade twelve.

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

1. To continue working within the guidelines of the Missouri Comprehensive Guidance and Counseling Program, which include:
  - \* identified competencies/learning objectives
  - \* evaluation criteria for overall school counseling program
2. Provide instructional activities and resources across all grade levels which address the needs of students and counseling program objectives as indicated by needs assessments.
3. To provide an individual planning system to assist students as they develop educational and career plans. Planning is initiated no later than grade seven (7) and includes:
  - \* assessment activities
  - \* advisement activities
  - \* identification of long- and short-range educational/career goals
  - \* collaboration with parents/guardians
4. To provide students with access to responsive services that assist them in addressing issues and concerns that may affect their personal, social, educational/vocational, and career development.
5. To provide system support and management activities to ensure full implementation, evaluation, and continued improvement of the District's comprehensive school counseling program.

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

- |                                                                         |                                                                 |
|-------------------------------------------------------------------------|-----------------------------------------------------------------|
| <input type="checkbox"/> Attendance/dropout/suspension rates            | <input type="checkbox"/> Library media standards assessment     |
| <input type="checkbox"/> Parent/teacher/student surveys                 | <input type="checkbox"/> State/federal program requirements     |
| <input type="checkbox"/> Assessment statistics                          | <input 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 type="checkbox"/> Internal evaluations by district staff |
| <input type="checkbox"/> Participation in extracurricular activities    | <input type="checkbox"/> External evaluations by others         |
| <input type="checkbox"/> Participation in special/supplemental programs | <input type="checkbox"/> Other:                                 |



## EVALUATION RESULTS

### **Goals and objectives that were met:**

#### District K-12:

- Facilities for school-based counseling- new offices created for Burrell, Compass, and FACE to serve grades 3-12 in one spot.

#### Primary School:

- School-Based/Outside Services Facilities-rooms were moved around so we now have a space for school-based and outside services to use consistently.
- Second Step Curriculum being taught to all classrooms K-2nd-We have finished the first unit for K-2 and have one lesson left of the second unit.
- PBIS implementation for all three tiers
- Continuing to be out of the specials rotation allows flexibility to teach counseling lessons but also help with crisis situations and provide more small groups/1-1 services

#### Intermediate School:

- PBIS implementation for all 3 Tiers. Hallsville Intermediate was awarded the Missouri PBIS Tier 3 Award of Excellence which recognizes schools that implement with high quality at universal (Tier 1), targeted (Tier 2) and intensive (Tier 3) levels.
- Second Step Curriculum is being taught bi-weekly in each classroom. Currently grades 3-5 are on Unit 2-Emotion Management.
- Additional office space has been provided for School-Based providers which has prevented scheduling conflicts and has provided a private and confidential space for students to be served.
- SSC- The Student Support Center has been a great addition at the Intermediate. Students who are in need of breaks or a quiet place to go to test or need additional support utilize this space and support.

#### Middle School:

- Facilities- moved middle school counseling office into a larger space (MS Room 106) that includes a larger desk area for storage, larger table for meetings and small groups, and more space for students to relax and calm down with fidgets, games, and coping skills
- School-Based Services Facilities- new offices have been built in the former location of the central office. 4 smaller offices and one larger area has given a more stable and comfortable location for our therapists. This is also a central location for Intermediate, Middle, and High school students to access without leaving the building. A HUGE THANK YOU to MAINTENANCE for all their hard work in building these offices!!!
- Increased classroom lessons to support tier 1 interventions and curriculum
- Non-Counseling Duties: reducing subbing for classrooms helps increase direct services to students for mental health needs
- Continued attendance at ASCA and MSCA Conferences for school counselor-specific professional development
- Implementation of state mandated programs (Bullying prevention, suicide prevention, sexual abuse prevention)
- Addition of Lunch Bunch groups to provide more services to students and build better relationships with students, this has helped students feel more comfortable coming to the counseling office when they need help with something

#### High School:

- Transition: 8th grade HS Orientation and ICAPs led by High School Juniors
- HS Counseling folders were revised for the 24-25 school year with new colors and updated QR codes. Students appreciate having them and keep important College & Career information in them.
- Successful completion of individual meetings with students twice a year. We meet with all students in the Fall and Spring with a focus on Career and Course Planning.
- Continued updating of our Google Sheet for every graduating class which includes students updated career focus. We share this with staff so that they can see what their students are interested in. We also use it as a easy reference when searching for students interested in a specific area (Military, College, Technical Training, Work)



## HALLSVILLE SCHOOL DISTRICT PROGRAM EVALUATION REPORT

- Moberly Area Community College (MACC) provides Dual Credit Opportunities for our students through their Dual Credit Online Program (DCON). These courses are each a semester in length, take place online only, and provide students with the opportunity to earn both HS and College credit.
- Our MACC DCON enrollment numbers for the Fall 2024 semester are:
  - 15 Seniors
  - 5 Juniors
  - 20 Total DCON classes
- The following In-Seat classes are offered for both HS and College credit.
  - College Composition I & II
  - Mythology / Public Speaking
  - College Algebra / Statistics / Trigonometry
  - Extended College Algebra
  - Calculus
  - American History to 1865 / American History from 1865
  - Psychology 1 (S1)
  - Human Lifespan Development (S2)
  - Advanced Biology
  - Human Anatomy
  - Computer Applications
- In-Seat Dual Credit numbers for the Fall 2023 Semester are:
  - Seniors: 60
  - Juniors: 53
- Our Early College Program through Moberly Area Community College expanded this year. We had much more interest in the program and will have two students graduate this year with both a high school diploma and their associates degree.
  - Seniors in the Early College Program Fall 24 Semester: 7
  - Juniors in the Early College Program Fall 24 Semester: 7
- Both HS counselors attended the 2024-25 MSCA Fall Conference
- Implementation of state mandate programs / learning:
  - Suicide Awareness & Prevention (with the assistance of the BCMHC and FACE)
  - Bullying Awareness & Prevention
  - Sexual Abuse Prevention
- Earned all possible APR points for the High School during the 2023 School Year
  - CCR Assessments: 10/10 - 100% earned points - Target
  - Advanced Credit: 10/10 - 100% earned points - Target
  - 4-Year Graduation Rate: 20/20 - 100% earned points - Target
  - Graduation Follow Up: 4/4 - 100% earned points - Target
  - ICAP: 4/4 - 100% earned points
- Office space was created for our School Based Counseling Services
  - Compass Health, Burrell, and FACE now have individual offices and phones with extensions.
  - For the 24-25 School year we have 60 students (6-12) utilizing these services.
- Creation of our new [HHS Counseling Website](#).
- RootEd Advisor (College & Career Advisor) works with all seniors to help navigate their post-secondary plans.
- RootEd Advisor has data benchmarks that are reported and evaluated.
  - As of 11/26/24, here are Hallsville's benchmark data points
    - 100% of all seniors have met with Mrs. Sides at least once.
    - The FAFSA was scheduled to open on December 1, 2024 this year. This year, it opened a couple of weeks ahead of time.
    - 83.3% of seniors have applied to at least one post-secondary institution.
    - Career Exposure Opportunities
      - Total of Seniors who have completed a Campus/Program tour, College/Career Fair, Job Shadowing or Internship = 94.4%
- Hallsville School District Program Evaluation Report



## HALLSVILLE SCHOOL DISTRICT PROGRAM EVALUATION REPORT

- Senior Class Pathways Segmentation
  - 39.45% = 4-Year Bound
  - 31.19% = 2-Year Bound (2 year college or technical school)
  - 14.68% = Workforce
  - 10.09% = Apprenticeship Bound
  - 1.83% = Military Bound
  - 2.75% = Still Deciding
- Campus visits have included Mizzou and State Fair Community College.
- 10 Seniors met with representatives from Capital Academy.
- 15 Juniors/Seniors were taken to a Construction Industry Showcase.
- 40 Juniors/Seniors attended the Mid-Mo College Fair at Columbia College.
- 20 Juniors/Seniors attended a MU Healthcare Expo in Columbia.
- 20 Juniors/Seniors attended a Boone Hospital Health Care Expo Day and will return in the Spring for a Job Shadowing Experience.
- A “Senior Night” was hosted on October 28 to go over the college application process, scholarships, FAFSA, etc. Parents also had the opportunity to ask questions regarding their specific student. There were 70 parents and students in attendance.
- Lunch Visits from multiple colleges and military branches happen monthly during the school year. (Missouri State, UMKC, NCMC, Army, Air Force, Marines, SEMO, Mizzou, Capital Academy, Missouri Valley, William Woods, MO National Guard).
- Upcoming Events include FAFSA Frenzy on December 16, 2024, tour at State Tech, and other opportunities as they arise.

### Goals and objectives that were not met:

#### District K-12:

- Aligning School Counseling Programs (K-12)
- Creating time for K-12 Counselors to meet vertically once a month- barriers include teacher leader positions and elementary/secondary meetings on opposite times during PLC Days

#### Primary School:

- Creating time for K-12 Counselors to meet vertically once a month- barriers include teacher leader positions and elementary/secondary meetings on opposite times of PLC Days

#### Intermediate:

- Creating time for K-12 Counselors to meet vertically once a month- barriers include teacher leader positions and elementary/secondary meetings on opposite times during PLC Days

#### Middle School:

- The MS was unable to utilize Infinite Campus for students to input course requests
- Still challenging for master scheduling with shared teachers and 5 6th grade core classes
- Creating time for K-12 Counselors to meet vertically once a month- barriers include teacher leader positions and elementary/secondary meetings on opposite times of PLC Days

#### High School:

- The HS was unable to utilize Infinite Campus for students to input their own course requests.
- The HS was unable to utilize Infinite Campus to create our Master Schedule.
- Both of these were hand created which dominated Administration and Counselors time therefore reducing time that could be spent working with students.
- The HS Counseling Staff was unable to consistently meet with Administration to discuss student concerns.
  - This was due to the overwhelming amount of time spent on trying to figure out how to use Infinite Campus.
- Creating time for K-12 Counselors to meet vertically once a month.

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

Year of change



## HALLSVILLE SCHOOL DISTRICT PROGRAM EVALUATION REPORT

### District K-12:

- Use of PLC days for K-12 Counselors to meet with School Based Services (Compass and Burrell) via Zoom for updates.

### Primary School:

- We have the following number of students receiving school-based services as of 12/3/24:
  - Burrell: 5 being seen, 4 being processed/scheduled
  - Compass: 3 (on the waitlist)
  - MU Bridge: 5
  - Small Groups: 2 completed, 4 ongoing, 3 starting
  - FIS Students: 3 families
  - Check In/Check Out: 8 students on CICO
  - Outside of small groups and CICO students, I average between 10-20 student visits per day. I have had 589 student visits as of 12/3/24. Some of these are repetitive students who have a scheduled time to come see me, whereas some are just students who stopped by/asked to see me or were in a crisis counseling situation.
- We use the SWIS Program to track student behavior and analyze data. We use it for the PBIS team that meets monthly and for developing/implementing interventions during Care Team.
- Our Care Team meets monthly with teachers and other support staff. We set up specific interventions, look at student academic and behavioral data, and help teachers who need additional assistance with students' academic or behavior skills.

### Intermediate School:

- Burrell: 9 active, 2 being processed/to be scheduled
- Compass: 1 active
- MU Bridge Program: 2
- Small Groups: Fall Groups complete-2, Winter (Jan) start date: 4, 1 small group let by Jessica Burbridge
- FIS Families: 2
- Check In/Check Out - 6 students
- Full implementation of SWIS program used to track student behavior and analyze data.
- PBIS meets monthly; focus on Tier 1 and 2 interventions. Currently have quarter assemblies which focus on monthly character traits, student awards and staff collaboration.

### Middle School:

- Middle school was awarded the DESE Gysbers Award for a fully implemented program in 2023. This is a 5 year designation that can be reapplied for. (2023-2028)
- Continuing to create a structured and cohesive annual scope and sequence for school counseling curriculum that addresses the Missouri Counseling GLEs and ASCA Student Goals and Mindsets (2023-present)
- MS has the following number of students receiving school-based services as of 11/26/24:
  - Burrell: 14
  - Compass: 5
  - MU Bridge: 1
  - FACE: 3
  - Small Groups: 1
  - Lunch Bunches: 11
  - Student Visits to the School Counseling Office This Year: 334
- As of 11/26/24, 12 classroom lessons have been taught in the 2024-2025 school year, including career exploration and guest speakers from Burrell for suicide prevention and bullying awareness. This is an increase compared to 6 lessons in semester 1 during the 2023-2024 school year. (2023-present)



## HALLSVILLE SCHOOL DISTRICT PROGRAM EVALUATION REPORT

- Time Task Analysis continues to track weekly time spent on counseling vs. non-counseling duties (2020-present). DESE and ASCA recommends 80% of time dedicated to student services (direct and indirect) and 0% for non-counseling tasks. As of 11/26/24:
  - Direct Student Services: 36.7%
  - Indirect Student Services: 24%
  - Program Planning & School Support: 35%
  - Non-School Counseling Tasks: 4.3%
- Continuous improvement on establishing written procedures for school counseling programs (manual) and getting procedures down in writing for smooth transitions and guidance for procedures.

### High School:

- Continued implementation of State mandated awareness programs
  - Suicide Awareness & Prevention, Bullying, Sexual Abuse
  - Evaluation of how these programs are presented continues each year in order to ensure the best possible experience for our students.
- The Counseling Department helped earn all CCR (APR) points for the High School during the 2023-24 school year.
- Approval of the Embedded Math Credit Pilot Program next year (25-26). This will allow students the opportunity to earn embedded Math credit within their Ag classes at the High School.

### **Program strengths:**

#### District K-12:

- Commitment from the District and all Buildings to allow School Based Counseling Services to work with our students.
- Compass school-based programs were at full capacity as of 11/19/24. Compass is in higher demand due to it being at no cost to families through grant-funding

#### Primary School:

- Referrals to school-based/outside supports continues to be a strength—primary kiddos are getting extra support needed in a timely manner
- Utilizing data from the Mental Health Checklist, as well as from daily behavior ratings
- Using SWIS Data, Mental Health Checklist Data, and Care Team to help match Tier 2 and 3 interventions to students' needs.
- Continued implementation of State mandated awareness programs—we have a primary-friendly Bullying Prevention and Suicide Prevention program that we use annually

#### Intermediate School:

- PBIS fully implemented at the Intermediate— Tiers 1-3.  
Team meets monthly, provides SWIS data review, monthly Cool Tools for teachers based on behavior data, twice a year bootcamp for staff and students, monthly assemblies focused on the monthly character word.
- Classroom lessons are presented twice monthly in every classroom using the Second Step (SEL) curriculum.
- The Mental Health Survey is conducted twice a year in order to help with targeting the needs of individuals and pair with interventions and services.
- Partnership with Burrell, Compass and MU Bridge.

#### Middle School:

- DESE Gysbers Award for fully implemented program (2023-2028)
- 6-8 SEL Curriculum aligns with K-5 SEL curriculum (SecondSteps)
- Partnership with Burrell that provides guest speakers on various topics like suicide prevention and bullying prevention, as well as other mental health topics for students and staff
- PBIS implementation in progress at the Tier 1 level
- Monthly board updates in middle school board report



## HALLSVILLE SCHOOL DISTRICT PROGRAM EVALUATION REPORT

- Referrals to school-based services continue to be in high demand, especially for programs that are at no cost to families.
- 8th Grade Orientation to high school and ICAP creation continue to be a strength with transitions and scheduling from middle to high school
- 5th grade tours and schedules run smoothly and are always being improved upon to help the transition from elementary to middle school
- Providing more time and opportunities for small groups in the secondary level
- Utilizing the FACE Mental Health Checklists from the Coalition to guide interventions

### High School:

- RootED Advisor has increased college and career based fairs, tours, showcases, and job shadowing opportunities for our Junior and Senior students.
- Having a RootED Advisor has allowed both HS counselors to have more time to meet with students for crisis support, social-emotional counseling, and academic advising.
- School based Counseling referrals continue to increase yearly. Our partnership with Compass and Burrell has made this process smooth and effective for both students and families.
- Our Early College Program has seen an increase in interest and participation. We will have two students graduating this year with both their HS diploma and Associate's Degree.
- Individual College and Career counseling continues to be a strength of the HS Counseling Department. We meet individually with students at least twice a year to discuss their plans. This ties in well with our RootED Advisor and her work with our Seniors.
- We continue to provide opportunities for all students through various platforms.
  - Early College Program
  - Dual Credit
  - Job Point
  - Hallsville Learning Center (Alternative Program)
  - Missouri Options
  - Virtual Learning
    - Launch
    - Edgenuity
    - MathXL
    - Mizzou Academy
  - Moberly Area Career Center
- The HS Counseling Department continues to be an important part of earning all CCR points which helps our Districts APR scores.
- Continued effort to share information with our students, parents, staff, and community.
  - New Counseling Website
  - Bulletin Boards throughout the HS
  - Parent Square messaging
- Our availability for students to meet with and help them achieve their goals.

### **Program concerns:**

#### District K-12:

- Infinite Campus efficiency.
  - Not all staff have the same training, permissions, etc.
- District Social Worker or Crisis Counselor would be beneficial to K-12 students and families
- School-based counseling cost for families with private or no insurance is a barrier for mental health needs. Burrell is free for families with Medicaid. Some families pay Burrell out of pocket for school-based services. Compass is free for any family through grant-funding, but there is only one counselor and they are full as of 11/19/24.

#### Primary School:

- Our primary kiddos are currently on the waitlist for Compass—since it is free, some of our families prefer it over Burrell so there is a high demand

#### Intermediate School:



## HALLSVILLE SCHOOL DISTRICT PROGRAM EVALUATION REPORT

- School Counselor ratios in most buildings in our district are higher than the ASCA recommendation. As our district grows and as mental health needs increase we may need to add an additional school counselor to our team. Currently Intermediate is 350:1.
- Most departments have a Director role in each department. The Director of School Counseling position is responsible for planning, developing, implementing, and monitoring the division's school counseling program. The position conducts staff development; supervises and mentors school counselors; and ensures the effective utilization of the school counseling program.

### Middle School:

- Scheduling: Sharing staff between the middle and high school continues to create issues for scheduling. There are 7 elective teachers that are split between high school and middle school. This means there are less elective opportunities for middle school, like FACS, any STEM/coding classes, and offering more sections of current courses. The electives offered from HS teachers are only available at limited hours, which prevents some students from having the access or availability to take them. Having middle school-only elective teachers would solve this problem. Another way to help increase elective options and master scheduling issues would be to combine 6th grade Reading and Writing into one 6th grade ELA class. This would let 6th grade have schedules like 7th and 8th grade, allow more elective options, and help even out class sizes.
- Increase in student enrollment is also causing scheduling problems due to larger class sizes. Since 7th and 8th grade health is required, along with one semester of a physical education class (specifically 6th grade PE since it is only offered one hour per day), some of these classes sit at 30-33 students per class and will only get larger.
- Reading Success Plans: with these plans entering middle school (and soon high school), discussion needs to be had about a reading interventionist added to the middle school to properly implement these plans. Our current solution is to have ELA teachers do this instead of a Tribe Time class, which just increases the class sizes for other teachers and puts more workload on the ELA teachers. Our Advocate Teacher also helps implement these plans, which takes him away from other students needing assistance.
- DESE and ASCA recommend a counselor to student ratio of 1:250. As of 11/26/24, the MS's ratio is 1:336. As our district grows and our enrollment increases, we will need another school counselor for the middle school in the future.

### High School:

- Continued employment of our RootEd Advisor
  - Loss of this position would have a negative impact on our students, building, and district. Specifically in the areas of Graduation Rate and our 180 Day Follow Up.
- The continued growth of our Online course options has caused overcrowding in our Online Studies classes.
  - We have one teacher who is responsible for students taking Credit Recovery classes, Dual Credit Online classes, and Initial credit classes from Launch.
- Scheduling: The need for an additional Math instructor. Currently we do not have enough Math teachers / sections to serve all students effectively. The need for both more upper level Math courses as well as a path for students who do not need the traditional Math path is needed.
- Testing: The HS Counseling Department continues to have the majority of responsibility when it comes to District testing. This includes the PSAT, ASVAB, State ACT, and EOC's.
  - Administration helped with coordination and proctoring of the EOC's for the 23-24 school year and that was appreciated. However, this adds additional responsibilities to our Administrators.
  - The addition of a District Testing / Data Entry position may be helpful.

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

#### District K-12:

- Start discussions of adding District Social Worker and / or Outreach Counselor.
- Creation of a K-12 Counseling Vertical Team so we can meet during PLC time.
- Start discussions of a standardized testing coordinator for MAP and EOC testing

#### Primary School:



## HALLSVILLE SCHOOL DISTRICT PROGRAM EVALUATION REPORT

- Continuing to be out of the specials rotation in order to meet students' needs in a timely manner and provide direct services

### Intermediate School:

- Continuing to be out of the specials rotation in order to meet students' needs in a timely manner and provide direct services

### Middle School:

- Reducing non-school counseling duties as much as possible. Current tasks assigned that are not school counseling tasks for middle school are MAP testing building coordinator and helping plan the master schedule.
- Start discussions of an additional school counselor to help reduce caseloads and increase student services.
- Start discussions for hiring a reading interventionist for the middle school to help with reading plans and reading interventions. OR combining 6th grade reading and writing into 6th grade ELA and having the other teacher be the reading interventionist. This would help tremendously with master scheduling.
- Start discussions of hiring middle school elective teachers to reduce teachers shared between middle and high school in order to increase course options and reduce class sizes for middle school
- Continued evaluation and revision of the school counseling program for continued improvement to meet state and national standards for school counseling programs

### High School:

- Continued funding for the RootED Advisory position so that our Seniors at HHS have what they need in order to plan for their postsecondary success. This position is a VITAL part of the HHS Counseling Office.
- FTE (or part time FTE) for Testing and / or Core Data entry.
- Addition of a Math FTE to support At-Risk or Workforce students for in person instruction to help them towards graduation as written in their ICAP's.
- Discuss and resolution of how to give students proper credit for the work they complete in 8th grade Algebra 1
  - The HHS Counseling Office recommends the following.
    - Algebra 1 counts for one of the three Math credits needed for graduation - not only as an elective.
    - GPA should NOT count for high school classes taken at the 8th grade level. This is on par with how surrounding schools operate.
    - Finalize what standard(s) 8th grade students must meet in order to have these classes count towards HS credit and graduation (grade, attendance, MAP/EOC score, Teacher recommendations, HS placement tests, etc)
      - Algebra 1
      - Spanish 1