HALLSVILLE SCHOOL DISTRICT
PROGRAM EVALUATION REPORT

District program: Career and Technical Education

Person(s) responsible: Heidi Lenon, Becky Heins, Caleb Martin, Landon White, Lisa Breuer, Katie Carroll

Submission deadline: February 13, 2025 **Date of Board presentation:**

The Board-approved goals of this program are:

1. High quality, fully integrated career education is available to all secondary students.
2. Develop leadership skills through affiliated career education student organizations.

The Board-approved objectives of this program are:

1. The district has implemented programs of study for each department-approved career education program offered which sequences academics and career education content, leading students to attain a postsecondary degree, an industry-recognized certificate or credential, or entry into the workplace with a skill set conducive toward career advancement.
2. The career education program has a written curriculum for each course with a balance among classroom/ laboratory instruction, leadership, and personal learning.
3. Written curriculum drives classroom instruction and assessment of technical skill attainment.
4. The appropriate Career and Technical Student Organization is affiliated with the state and national organization and is an intra-curricular element of the program.
5. A system of data collection and evaluation provides the information necessary for program review and development so that students are prepared for postsecondary success leading to quality employment opportunities.

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:

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EVALUATION RESULTS

Goals and objectives that were met:

Goal 1 continues to be met in all three of Hallsville CTE Programs: Ag, FACS, Business. IRC / Dual Credit Opportunities continue to be a goal in all areas.

	Industry Recognized Credentials	Dual Credit
FACS	IRC: Early Childhood Education (ECE) 23-24 School Year: 2 out of 10 passed 24-25 School Year: 8 Registered	No Dual Credit Offered
Business	IRC: Microsoft Office Suite (MOS) 23-24 School Year: 10 out of 14 passed 24-25 School Year: 10 enrolled (6 out of 8 passed for Fall 2024)	Dual Credit: Computer Essentials ITC101 for the MOS Course. 23-24 School Year: 2 MOS (sem. 1) - 4 Computer Essentials 24-25 School Year: 18 Computer Essentials students Phasing out Dual Credit for MOS and Phasing in DC for Computer Essentials 23-24 School Year.
AG	IRC: MOASK: 24-25 School Year: 30 of 50 passed.	Dual Credit through Missouri State: 22-23 School Year: 7 students 23-24 School Year: 5 students 24-25 School Year: 2 students

Goal 2: Written curriculum / reflections:

FACS	Curriculum maps and ELOs are completed for all classes.
Business:	Written curriculum is in place in all courses for both middle school and high school. Curriculum has been transferred to the new District system.
Ag:	All have curriculum maps made and uploaded to the district curriculum system. Also the embedded math pilot program has been approved and will be tested this upcoming school year.

Goal 3: Curriculum drives classroom instruction and assessment of technical skills attainment in all three programs with our IRC opportunities.

Goal 4: 24-25 CTSO

FACS	FCCLA Members: 15	Activities: Blood Drive, Food Bank Volunteers, Other Local Community Service/Leadership Volunteer Opportunities
Business	FBLA Members: 18	Activities: District and State Competition, Blood Drive, Community Service (candy drive).
AG	FFA Members: 125	Activities: National FFA Convention, State FFA Convention, National FFA Week, Volunteering, CDE's and LDE's. Attend and participate in several

		district and area leadership events. Hold chapter events every month.

Goal 5: CCQI is completed every other year (Odd years) for all programs.

CCQI was completed for the 22-23 school year, and submitted to the state. It was presented to an advisory board made up of members representative of the programs in April. It is in the process of being completed for the 24-25 school year. It will be presented to the advisory committee in March for completion and review and then submitted to the state.

Teachers are evaluated by the administration on a yearly basis. In addition, the Business Department's dual credit courses are observed and evaluated by MACC instructors to ensure curriculum and instruction meet the criteria of their courses.

The Advisory Committee met in the Spring of 2024 to evaluate the program and provide guidance as to what skills and qualities students need in the current job market. This meeting will be held again in the Spring of 2025.

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Goals and objectives that were not met:

Goal 2 Written curriculum / reflections.

AG	The Advanced Animal Science Curriculum Map is in the process of being worked on.

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

		Year of change
FACS	Early Childhood Exam (ECE) has continued to be implemented with students taking Child Development (year 2 in the FACS sequence). We find our students that have experienced a high level of life adversity did exceptionally well on this exam which targets a demographic of students that don't typically do well in other types of exams / IRC's or don't qualify for dual credit. Child Development students are also receiving Safe Sleep Training & Certification	Fall 2024
Business	As predicted, a large number of students signed up for dual credit ITC101 Computer Essentials for the 24-25 school year. This option is open to sophomores and above with a 2.5 GPA or higher. MOS has officially been phased out as a dual credit option per MACC. Additional Middle School FTE for Business / Careers. Yearbook numbers are down from the previous year due to using an application process. Curriculum has been created for Business, 7th grade and 8th grade Careers.	Fall 2024 Fall 2024
AG	FFA - 100% of Ag students are in FFA. Industry Recognized Credentials - Students were proficient over 6 categories (Nursery & Landscaping, Floriculture, Dairy Foods, Poultry Evaluation, Livestock Evaluation, and Forestry) We added an Advanced Animal Science Course The Embedded Math Program has been approved for all Ag Classes. Students must meet certain requirements to be eligible for this program.	Fall 2024 Spring 2025

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Program strengths:

FACS	High completion rate of IRC. Class numbers continue to be at max capacity for Career Development.
Business	High level of structure and written curriculum. High level of enrollment for Computer Essentials especially now that it is dual credit. This is expected to continue. Each semester, one or more MOS students qualify for the National MOS Championship. In the fall of 2024, one student obtained a perfect score on the certification exam and was the top scorer in the state. This testifies to the strength of the program. The addition of the Middle School Business position has helped a great deal with scheduling for elective options. This is also a great opportunity for a feeder program into the high school business options. Addition of Middle School Yearbook class has helped a great deal with work / life balance of the high school Yearbook instructor. It will serve as a great feeder program into the high school yearbook program.
Ag	High level of enrollment and FFA involvement and the highest IRC attainment rate. We have a large number of students who take 3 or more courses with us. The Middle School program helps with HS recruitment in Intro to AFNR courses. Community involvement is also highest in this program. We have 2 teachers with expertise in different areas of strengths which support one another. We have added nearly $250,000 worth of equipment and building upgrades over the last two years to make our program represent the industry. We have added a dual credit Advanced Animal Science course for students interested in the Animal Systems Pathway.
All	This team has a strong culture and supports one another both professionally and personally.

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Program concerns:

FACS	The need for a Middle School FACS program continues to be an area of concern. Not only would it teach young students the necessary life skills they don't learn in a core classroom, it would also alleviate continued scheduling issues in the Middle School.
Business	Middle School: ● No curriculum for our new teacher. She is piecing together lessons as the year progresses. ● MS Yearbook has far too many students in the classroom. This class should be 10-12 students.
Ag	The need for Middle School practical art electives continues to be an area of concern. Although MS already has an Ag presence, this takes up two class sections from the high school which limits scheduling options, and impacts the number of upper level courses offered. We also regularly have 28-35 students in a section, and that makes it difficult to teach more hands-on activities with them, like they would get in high school. The middle school also needs a lunch supervisor, which took out one section of Ag that students could have enrolled in, even if it would have been a smaller class. The pressure to have a benchmark of students in Ag classes is a great concern. The state recommends class sizes in Ag programs based on safety and space, which lowers the amount of students who can safely be in the shop and greenhouse. Ag is also a specialized area of focus that will have a smaller number of students in upper level classes, but that doesn't mean there isn't interest in the program, or that we should teach multiple classes at once to increase class size. That only detracts from the educational experience of all students, and removes opportunities from students. However, we have heard that having lower numbers than traditional, required, core classrooms puts our classes at risk of being cut. It also decreases the student to staff ratio for the high school building, which is seen as a negative impact on other content areas needing an additional FTE.
All	Lack of practical art offerings in the MS continues to be a concern but we are moving in a positive direction. Although scheduling issues in the middle school improved with the addition of 1 FTE, there is a need for further elective offerings for our middle school students. This stems from years of no FTE elective growth in the MS and as HS enrollment increased over the past 12+ years, the sections that were assigned to MS were pulled to teach high school classes. **Middle School: Current ratio:** ● **15.5 sections of fine arts.** ● **8 sections of practical arts.** (last year there were only 2 sections)

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Future recommendations resulting from this evaluation:

FACS	Continual support for updating curriculum in all areas. Hire a CTE instructor for the MS.
Business	With the current and expected growth of the dual credit Computer Essentials course, an additional CTE instructor for the HS targeting multiple Computer Applications sections is needed to meet student demand. The Computer Applications and Yearbook courses would need the business lab with desktop computers; therefore, also creating a need for an additional classroom for the remaining business courses. The middle school instructor needs to attend summer curriculum camp to support her in her development of the middle school curriculum.
Ag	Hire a separate CTE instructor for the MS so students can have a variety of quality electives. This would allow HS to increase courses offered, and increase the amount of upper level courses that can be taken. When considering FTE for other curricular areas (like cores), do not include Ag in the building wide student to staff ratio. Ag cannot have 30 students in shop and greenhouse classes for safety reasons. Lower the number of students required for a course to have its own section to be at least five for CTE. We have many students interested in courses we aren't offering due to class size requirements that won't be able to take them. We also have students in classes that are doubled up who are not getting the full experience and benefit of the class, due to split attention of the instructor.
All	Balance the elective offerings between fine art and practical art in the middle school. This is not a suggestion to decrease any fine art courses but rather to consider a practical art FTE for future elective hires. Middle School is in need of elective offerings for students. It is our recommendation that it be a practical art. With the addition of MS FTE - provide immediate and ongoing support to locate curriculum.