HALLSVILLE SCHOOL DISTRICT
PROGRAM EVALUATION REPORT

District program: Federal Programs

Person(s) responsible: Julie Esquivel, Assistant Superintendent

Submission deadline: February 1 **Date of Board presentation:** February 19, 2025

The Board-approved goals of this program are:

1. Instructional staff routinely provide effective instruction designed to meet the needs of all learners.
2. The district identifies and provides effective differentiated learning and behavioral support programs for all students.
3. The district complies with all provisions, regulations, and administrative rules applicable to each state and/or federal program implemented.

The Board-approved objectives of this program are:

1. Instructional staff routinely collaborate and use student data to provide appropriate interventions to address a range of student instructional and behavioral needs.
2. Instruction is routinely differentiated to address the needs of all students.
3. Instructional staff use evidence-based instructional practices to meet the learning needs of all students.
4. A written process is in place for the early identification and implementation of differentiated learning and behavioral supports for all students.
5. The district uses a variety of student and program data to monitor, evaluate, and inform decision-making to identify and implement successful learning and behavioral supports.
6. The district collaborates with community partners to provide information and resources to students and parents to address barriers impacting student success, including but not limited to academic, physical, and mental health needs.
7. The district requires instructional staff to consistently implement learning and behavior supports as they were designed. District leaders routinely monitor the implementation of these practices by instructional staff through observation and supervision of classroom instruction.
8. Identify and provide targeted instruction or other needed services and interventions for the educationally disadvantaged, ESOL, migrant, and homeless students, as well as students who may, for other reasons, be at risk of leaving school without completing high school.

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:

All goals and objectives were met.

Goals and objectives that were not met:

None

Evidence of change in the past two years resulting from program evaluation:	Year of change
The district continues to engage in a cooperative arrangement with Columbia Public Schools to provide tuition-based instruction and support for newcomer EL students.	2023-2024
The district posted a vacancy for a specialist position to address the needs of our growing EL population.	2021-2024
All K-5 classroom teachers, interventionists, and Special Education teachers are participating in the first of a two-year training program aligned with the Science of Reading to improve tier I reading instruction, identify individual student learning needs, and implement targeted interventions to address identified needs.	2023-2024
The district reviewed and updated building assessment plans to assess student needs accurately and efficiently, monitor progress, and protect instructional time.	2023-2024
The SAT team engaged with the RPDC EL specialist to determine a sequence of training to support faculty and staff in meeting the educational needs of EL students.	2023-2024
The district has partnered with Missouri SW-PBS to implement districtwide PBIS in an effort to foster a positive environment focused on students and their learning.	2023-2024
The English Learners teaching position has been filled.	2024-2025
Secondary teachers received professional development related to teaching English Language Learners through a partnership with the University of Missouri.	2024-2025
All K-5 classroom teachers, interventionists, and Special Education teachers who began LETRS training in 2023-2034 are finishing Volume 2 training this spring. PK teachers are enrolled in the one year training program this year, and K-5 teachers new to the district have started Volume 1 training.	2024-2025
Updated CSIP action plan includes a review and update of intervention processes and supports.	2024-2025
The district has adopted, implemented, and invested in ongoing professional development for standardized diagnostic and progress monitoring assessment tools in both English language arts and mathematics across grades K-8.	Ongoing

Program strengths:

Faculty members are committed to meeting the needs of individual students.

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Elementary faculty have become more proficient in using assessment data to monitor student progress toward reading fluency and comprehension.

District faculty and staff are identifying and referring potentially homeless, migrant, and EL students for further screening. Title I faculty and staff are working collaboratively with one another and classroom teachers to assure continuity of services across the district.

Title I faculty play key roles in the implementation of academic interventions within the primary school and intermediate school (e.g., facilitating interventions, gathering and analyzing data, developing intervention groups, etc.).

The district has broadened the implementation of our schoolwide Positive Behavioral Interventions and Supports (SW-PBS) program to include all schools and is actively focusing on creating districtwide processes to embed PBS practices across all areas of our district.

The climate survey indicates that faculty members confidence in meeting the academic needs of EL students is improving.

Program concerns:

Due to a decrease in our census poverty rate, our Title I funding has been reduced requiring additional time and planning to enhance classroom interventions.

Future recommendations resulting from this evaluation:

Review current RTI system and processes to improve effectiveness.

With several years of consistent MAP and EOC state tests and iReady as a district asssessment, teams have more robust data to review for student progress and make meaningful adjustments to instruction.