



**HALLSVILLE SCHOOL DISTRICT  
PROGRAM EVALUATION REPORT**

**District program:** At-Risk

**Person(s) responsible:** Julie Esquivel, Rachael Nichols, Bethany Morris, Lauren Terry, Ty Sides, Matt Cooley, Adym Cooney and Donna Simkins

**Submission deadline:** April 1

**Date of Board presentation:** April 16, 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.

**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 as they master established learning objectives (i.e., instruction is differentiated, but curriculum goals are consistent).
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. Learning and behavioral supports are identified and coordinated at the classroom, building, and district level.
6. 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.
7. 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.
8. 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.

**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 type="checkbox"/> Parent/teacher/student surveys                 | <input 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 type="checkbox"/> Participation in special/supplemental programs | <input type="checkbox"/> Other:  |

**EVALUATION RESULTS**

**Goals and objectives that were met:**

All goals and objectives were met.



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

None

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

Year of change

District counselors and administrators have proactively engaged with outside services to better meet the social-emotional and behavioral needs of individual students. The district maintains relationships with the Boone County Schools Mental Health Coalition, the Bridge program, FACE, and Burrell. Faculty and students complete surveys for data analysis. These data help to identify areas for professional development and intervention across the district, within buildings, and for individuals and small groups of students; research-supported interventions have been implemented to support student needs.

Ongoing

The district worked with the Children's Services Board, FACE, BCSMHC, and other county districts to completely restructure the BCSMHC. The mental health coalition was absorbed into FACE, which now provides community-based services and school-based services. In addition to the BCSMHC services previously provided, representatives from the six county districts have assisted in the selection of Family Intervention Specialists (FISs). The FISs are housed in the schools and provide increase direct services to students and families. Beginning in summer of 2021, Hallsville has a full-time FIS who works in our schools and with our students and their families.

Ongoing

The High School ID team and SAT continue to review processes for supporting students through the Hallsville Learning Center (HLC). Students attending HLC work with a variety of online resources to complete coursework aligned to the Missouri Learning Standards and earn credits toward high school graduation. An updated the scoring rubric and admissions process has been created ensure students are served in the location that best meets their needs and adds flexibility to serve more students.

2022-2023

The district is collaborating with MO-SWPBS consultants to support PBIS implementation at both district and building levels. Consultants provide ongoing support for building-level PBIS through data collection, analysis, planning, and professional development. This assistance aids in identifying and addressing both individual and group student behavioral needs. At the district level, a PBIS District Leadership Team, guided by the MO-SWPBS consultants, is creating and implementing a long-term strategic plan for the districtwide implementation of PBIS. This initiative aims to ensure more consistent, focused and effective academic and behavioral support of all our students.

2023-2024

Reading Success Teams have been created at the primary, intermediate, and middle schools to coordinate efforts in data collection, identifying student needs, implementing interventions, monitoring progress, and facilitating communication regarding literacy.

2023-2024

The district extended its commitment to the iReady reading and math assessment and supplemental instruction resources to address regular academic needs, pandemic-related learning loss, and meet state assessment requirements.

2023-2024

The district updated its Continuous School Improvement Plan (CSIP) and included action steps to review current Response to Intervention (RTI) system and processes to determine areas of need.

2024-2025

**Program strengths:**

The Hallsville R-IV School District developed an at-risk program for K–12 in 1998, and continues to improve by implementing and refining at-risk programs in all four buildings. The Hallsville Board of Education, administration, faculty, and community



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demonstrate commitment to assisting at-risk students. Intervention programs in grades K–12 have been continuously refined to more readily identify student needs and provide supports as early as possible. At-risk programs are in place to (a) systematically identify students needing additional support, (b) provide protected academic times for directive (not optional) assistance, (c) monitor student progress on academic areas of concern, and (d) dismiss students who have mediated the academic concern.

At-risk services are provided by diverse and committed teams of educators—including reading specialists, counselors, intervention specialists, special education teachers, traditional classroom teachers, administrators, etc.—many of whom have received specialized training and have significant experience in serving the specific needs of at-risk students. Concern teams (e.g., SAT, CARE) in grades K-12 meet regularly to collect and track data on individual students who demonstrate critical and/or chronic struggles. District-wide, referrals are accepted and various methods (e.g., universal screening mechanisms, MAP/EOC and other standardized test results, student grades, etc.) are used to identify students and implement interventions as early as possible.

The district provides services to meet the needs of Hallsville students at all levels. Within each building, different models are used to address the developmental needs of the various populations. Students receive research-supported interventions based on their individual learning and/or behavioral needs. Directive supports for at-risk students at all grade levels are available during the school day. Additionally, optional recommended support programs are available outside the regular school day. Building teams identify and mediate the social-emotional needs of students, in addition to academic concerns. School counselors provide social, emotional, and behavioral supports to students. Classroom teachers, at-risk faculty, counselors, and other district personnel maintain records of the services received by individual students.

The primary school has modified its Response to Intervention (RTI) model. Systematic universal screenings are used to identify academic deficiencies, primarily in literacy. In addition to the differentiated tier one instruction provided in the classroom, all classrooms have implemented two 30-minute blocks of time during each school day to address needs identified through screening and ongoing assessments. Teachers meet with students in small groups and provide direct instruction related to phonics and other components of reading. Teachers progress monitor student growth and make adjustments as needed to instruction and grouping based on identified needs. Additional reading intervention is provided to students through Title I reading and the interventionist.

The intermediate school has likewise established an intervention program. The building has implemented an RTI model similar to the one described above (e.g., universal screenings, progress monitoring, thirty minutes of protected intervention time four days per week). Additionally, the full-time intervention specialist provides support to identified students via both pull-out and push-in models. Title I reading services are provided to at-risk students. The CARE team continues to improve the format, note-taking, follow up, and records of interventions implemented.

Our middle school provides a variety of academic, behavioral, and social supports to ensure student success. The Care Team meets bi-weekly to assess the needs of our Tier 2 and Tier 3 students, evaluating the effectiveness of current strategies and making adjustments to ensure their success. For academic support, students have access to in-school support, where they can work in a quiet, distraction-free environment and receive one-on-one assistance. We conduct weekly grade and assignment checks to keep students on track, and after each quarter, we reach out to struggling students and parents to offer additional resources. Our interventionist works with Tier 2 students to provide extra academic support, while iReady is used to assess and target areas of need in reading and math. Some students are placed on reading success plans, which we closely monitor to help them reach proficiency and become self-sufficient. In addition, we provide behavioral and social supports. The Attendance Club encourages regular attendance and rewards improvement. Check and Connect helps build personal relationships between staff and struggling students, offering trusted adults to support them. We are implementing PBIS to encourage and reward positive behaviors. Every other Friday, we hold mini-lessons for all students on decision-making and problem-solving, often focusing on executive functioning and the Second Steps curriculum. Additionally, our in-house counseling center offers students emotional and mental health support as needed.



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At the high school level, students have multiple paths to assistance. For the 2024-25 school year the high school moved away from Tribe Time at the end of the school day to a structured study hall time throughout the day. In addition, all high school students were given study hall as a period in their schedule and the high school moved to 8 total periods (approx. 51 minutes each). Teachers were provided with a study hall toolkit binder, including executive functioning activities for students. Infinite Campus is now being utilized for missing assignments as parents can now access missing assignment reports at any time. In addition, Infinite Campus provides an advisory tool feature which allows for teachers to look at students missing assignments at any time. A select number of students are enrolled in an alternative education class; some of these students use computer-based alternative delivery methods to recover course credit. Students at the highest risk of dropping out of high school are referred to or may make application to the alternative high school, which operates both a Missouri Options program and a competency-based credit attainment program. Students may also attend zero hour, ninth hour, and 10<sup>th</sup> hour for additional academic support. The high school also added after school math lab support, offered Tuesday through Thursday with a certified math educator. In order to encourage positive behavior and academic expectations, the high school developed “gold” and “purple” incentive cards for students who met certain criteria. Student criteria data points are reviewed quarterly. These incentives help provide students access to admissions to extra-curricular activities and concession vouchers if they maintain high levels of academics, attendance, and behavior.

The district's work with the MO-SWPBS consultants to create a consistent district wide PBIS plan will strengthen the support our students receive in each building and as they move from one building to the next.

### **Program concerns:**

Faculty and staff members would benefit from additional training on the identification, assignment, and implementation of research-supported interventions directly related to individual student learning and/or behavioral needs.

Faculty and staff would benefit from additional training on effective processes (e.g., frequency, protocols, documentation, etc.) to both screen and monitor student progress, in academic (e.g., reading, math) and behavioral areas.

Lack of written protocols on the use of data and other criteria for assignment of students to Tier II and Tier III interventions.

Inconsistent implementation of effective SAT/CARE team protocols in all buildings to ensure individual students are assessed using reliable data and supported via interventions implemented with fidelity prior to referral for special education or other intensive Tier III services.

The academic disruption caused by the pandemic have created additional SEL concerns for students, led to a modest increase in academic learning gaps, and disrupted the progress of some high school students toward four-year graduation, especially for those students who elected the fully virtual option during the 2020-21 school year.

As COVID ESSER funds have now expired, the high school was forced to make a decision on including a study skills teacher or an online studies teacher. The district budget did not allow for keeping both positions. The high school elected to keep the online studies position for alternative education and the advancement of dual-credit online options. This has left a need for another position to help students with study skills, especially those students who are not served under a 504 or IEP.

Time required for the documenting of assessment and intervention data.

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

Develop recommendations on future at-risk related professional development based on results from the District Teams Needs Assessment.



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The written protocol for systematically meeting the needs of all students (i.e., a “pyramid of interventions”) should be continually reviewed and updated by each building. The protocol should include the criteria (with an emphasis on assessment and intervention data) for assigning and releasing students from intervention services. Tier II and III intervention programs should be identified in writing and implemented with fidelity within all buildings.

A systematic method to document Tier II and Tier III interventions for individual at- risk students has been created, but it must be implemented with consistency in all buildings.

Use needs assessment and other existing data to determine if shifting, expansion, or restructuring of programs in one or more buildings is advisable.

In-service training on at-risk programs and their role in such programs should be provided for all K–12 faculty. Continued training on effective screening methods, progress monitoring, data analysis and interpretation should be provided. Additionally, additional professional development on specific interventions, strategies, and protocols that would benefit at-risk students are needed.