



**HALLSVILLE SCHOOL DISTRICT
PROGRAM EVALUATION REPORT**

District program: Curriculum and Assessment

Person(s) responsible: Julie Esquivel

Submission deadline: November 1, 2025

Date of Board Presentation: November 19, 2025

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:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Attendance/dropout/suspension rates | <input type="checkbox"/> Library media standards assessment |
| <input type="checkbox"/> Parent/teacher/student surveys | <input checked="" 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 |



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- Participation in extracurricular activities
- External evaluations by others
- Participation in special/supplemental programs
- Other:

EVALUATION RESULTS

Goals and objectives that were met: All except objective 3

Goals and objectives that were not met: Objective 3

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

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 enable teachers to apply data-driven decision rules to form intervention groups and inform professional development focused on instruction. 2024

Administration and teacher groups began to review the 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

Differentiated professional development and time were provided during curriculum camp for PK-5 teachers to select ELA ELOs to align with the Science of Reading, vertically align, and begin creating learning targets. 6-12 teachers reviewed ELOs and began creating learning targets. 2025

Preparation for resuming the 5-year curriculum cycle. 2025

The Primary and Intermediate buildings are partnering with the RPDC to review and strengthen data team cycles, providing teachers with targeted support to enhance their data team practices. 2025

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, District Continuous Improvement (DCI), Regional Professional Development Centers (RPDC), etc.).

The administration and teachers understand the important roles of curriculum evaluation and



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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—such as annual curriculum camps and ongoing K-12 vertical content teams involving all certified staff—to ensure that the curriculum is evaluated and revised on a continuous 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:

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 results were reported for the first time in 2021.

The transition of district curriculum documents from an online platform to standardized district templates is a time-intensive process that will continue over the next several years.

Future recommendations resulting from this evaluation:

Engage administrators, teachers, and teacher leaders in collaborative efforts to identify and address gaps or inconsistencies among the written, taught, and assessed curriculum.

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.



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Due to the heavy focus on PK-5 ELA curriculum over the past several years, there is a need for dedicated time to review the PK-5 math, science, and social studies curricula.

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.