



HALLSVILLE SCHOOL DISTRICT PROGRAM EVALUATION REPORT

District program: Federal Programs

Person(s) responsible: Julie Esquivel, Assistant Superintendent

Submission deadline: February 1, 2026

Date of Board Presentation: February 18, 2026

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.



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

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| ☐ Attendance/dropout/suspension rates | ☐ Library media standards assessment |
| ☐ Parent/teacher/student surveys | ☒ State/federal program requirements |
| ☒ Assessment Statistics | ☒ Longitudinal performance data |
| ☐ College attrition/completion rates | ☒ Finances—revenues and expenditures |
| ☐ Long-term facility/maintenance needs | ☒ Internal evaluations by district staff |
| ☐ Participation in extracurricular activities | ☒ External evaluations by others |
| ☒ Participation in special/supplemental programs | ☐ Other: |

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:

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
Updated CSIP action plan includes a review and update of intervention processes and supports.	2024-2025
In accordance with the CSIP, the district completed the review of intervention processes and supports using the American Research Institute's Multi-tiered Systems of Support (MTSS) Fidelity of Implementation Rubric.	2025-2026
An English Language Learner Paraeducator was added to allow for greater support for our high school Newcomer students.	2025-2026
Six middle and high school teachers participated in the ASPIRE training provided by the Regional Professional Development Center. This program is the secondary version of the LETRS training for elementary teachers.	2025-2026
All K-5 classroom teachers, interventionists, and Special Education teachers who began LETRS training in 2023-2024 finished Volume 2 training in the	Ongoing



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spring of 2025. The district remains committed to partnering with the Regional Professional Development Center to continue training new PK-5 teachers who have not yet completed LETRS training.

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.

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 classroom teachers to ensure continuity of services across the district.

Title I faculty play key roles in implementing academic interventions in primary and intermediate schools (e.g., facilitating interventions, gathering and analyzing data, developing intervention groups, etc.).

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

The climate survey indicates that faculty members' confidence in meeting the academic needs of EL students continues to improve.

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:

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