



**HALLSVILLE SCHOOL DISTRICT  
PROGRAM EVALUATION REPORT**

**District program:** Career and Technical Education  
**Person(s) responsible:** Heidi Lenon, Becky Heins, Caleb Martin, Abbi Eckstein, Lisa Breuer, Katie Carroll  
**Submission deadline:** February 13, 2026      **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.

	<b>Industry Recognized Credentials</b>	<b>Dual Credit</b>
FACS	IRC: Early Childhood Education (ECE) 23-24 School Year: 2 out of 10 passed 24-25 School Year: 8 Registered (1 pass) 25-26 School Year: 12 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) 26-26 School Year: 2/2 Passed for Fall 2025	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 25-26 School Year: 17 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: 21	Activities: Blood Drive, Food Bank Volunteers, Other Local Community Service/Leadership Volunteer Opportunities, Cooperative Activities with FFA BBQ Team
Business	FBLA Members: 16	Activities: District and State Competition, Blood Drive, Community Service event
AG	FFA Members: 115	Activities: National FFA Convention, State FFA Convention, National FFA



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		Week, Volunteering, CDE's and LDE's. Attend and participate in several district and area leadership events. Hold chapter events every month.
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**Goal 5:** CCQI is completed every other year (Odd years) for all programs.

CCQI was completed for the 24-25 school year, and submitted to the state. It was presented to an advisory board made up of members representative of the programs in April.

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. Computer Essentials will be observed and evaluated in the spring of 2026. In addition, the business department analyzes student performance data, including pass rates and objective results from the Microsoft Office Specialist (MOS) certification exams, to identify skill gaps and adjust instruction to better prepare students for postsecondary success and quality employment opportunities.

The Advisory Committee met in the Spring of 2025 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 2026.



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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. Will be attending professional development workshops.
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**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.	Fall 2024
	Child Development students are also receiving Safe Sleep Training, Car Seat Safety Certification, and Childproofing Training	Fall 2025
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.	Fall 2024
	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
	Program evaluation conducted over the past two years, supported by annual advisory committee feedback, revealed that colleges expect students to enter with working knowledge of Windows-based computers and the Microsoft Office Suite. This insight led to targeted communication with students regarding these expectations, contributing to increased enrollment in dual credit ITC101 Computer Essentials and stronger alignment with postsecondary readiness.	Fall 2025
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	<p>High completion rate of IRC. Class numbers continue to be at max capacity for Career Development.</p> <p>When reflecting upon the low number of students who have previously earned certifications under FAQs, we will be taking an in-depth look at whether or not students are fully prepared for the more rigorous curriculum of Child Development. We will consider options that may include, requiring a certain grade or a teacher recommendation before students move up into Child Development.</p>
Business	<p>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.</p> <p>The pass rate for Microsoft Office Specialist certification remains high. Each semester, one or more MOS students qualify for the National MOS Championship.</p> <p>FBLA continues to have a high success rate at District competition having multiple students in multiple events qualify for state. In the spring of 2025, the chapter had two events qualify for nationals and one student was the state champion in their event. In the spring of 2026, the chapter competed in 35 events at Districts and 22 of those placed in the top 10. Six students in 11 events are advancing to state (7 more were just one place shy of advancing to state as well). State results for 2026 are not yet known.</p> <p>Both the middle school and high school yearbook programs successfully produce high-quality yearbooks and operate in a financially sustainable manner, supporting program growth while keeping yearbooks affordable for students and the community.</p> <p>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.</p> <p>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.</p>
Ag	<p>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.</p>
All	<p>This team has a strong culture and supports one another both professionally and personally.</p>



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**Program concerns:**

FACS	<p>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.</p>
Business	<p>Middle School:</p> <ul style="list-style-type: none"> <li>● No curriculum for our new teacher. She is piecing together lessons as the year progresses.</li> <li>● MS Yearbook has far too many students in the classroom. This class should be 10-12 students.</li> </ul>
Ag	<p>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.</p> <p>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.</p>
All	<p>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.</p> <p><b>Middle School: Current ratio:</b></p> <ul style="list-style-type: none"> <li>● <b>15.5 sections of fine arts.</b></li> <li>● <b>8 sections of practical arts.</b> (last year there were only 2 sections)</li> </ul>

**Future recommendations resulting from this evaluation:**



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FACS	<p>Continual support for updating curriculum in all areas.</p> <p>Hire a CTE instructor for the MS.</p>
Business	<p>The middle school instructor needs to attend summer curriculum camp to support her in her development of the middle school curriculum.</p>
Ag	<p>If possible, reallocating either lunch supervision or study hall responsibilities would allow for an increase in available course offerings and a reduction in class sizes, making instruction more effective and enabling students to gain the maximum benefit from each class period.</p> <p>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.</p> <p>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.</p>
All	<p>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.</p> <p>With the addition of MS FTE - provide immediate and ongoing support to locate curriculum.</p>