



**HALLSVILLE SCHOOL DISTRICT
PROGRAM EVALUATION REPORT**

District program: At-Risk

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Submission deadline: April 1, 2026

Date of Board Presentation: April 15, 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.

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 |



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- College attrition/completion rates
- Long-term facility/maintenance needs
- Participation in extracurricular activities
- Participation in special/supplemental programs
- Finances—revenues and expenditures
- Internal evaluations by district staff
- External evaluations by others
- Other:

EVALUATION RESULTS

Goals and objectives that were met:

All except Objective 5

Goals and objectives that were not met:

Objective 5.) Learning and behavioral supports are identified and coordinated at the classroom, building, and district levels.

Learning and behavioral supports are identified and coordinated at the classroom and building level. As the district moves toward an MTSS framework, we will work to identify and coordinate supports at the district level.

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

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 selecting Family Intervention Specialists (FISs). The FISs are housed in the schools and provide increased direct services to students and families. Beginning in the summer of 2021, Hallsville has a full-time FIS who works in our schools and with our students and their families. Ongoing

In alignment with the district CSIP plan renewed in June 2024, the district is partnering with MO-SWPBS consultants to strengthen PBIS implementation at both the district and building levels. At the building level, consultants provide ongoing support through data collection, analysis, planning, and professional Ongoing



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development to guide PBIS implementation.

At the district level, a PBIS District Leadership Team (DLT) works to embed PBIS practices within district systems and processes, strengthening alignment across the district and in all settings while providing support to building-level teams. The DLT regularly reviews data to evaluate progress and implementation fidelity and establishes annual goals to guide the district's PBIS efforts.

Through this work, the district aims to create a more consistent, focused, and effective system for supporting the academic and behavioral success of all students.

In alignment with the current district CSIP, the district began reviewing its Response to Intervention (RTI) systems and processes to improve effectiveness, including clarifying entry and exit criteria for tiered academic interventions. Through this work, and alongside our districtwide PBIS implementation, we have begun transitioning to a comprehensive MTSS framework that integrates both academic and behavioral supports. This shift is helping us create a more coordinated and systematic approach to ensuring all students receive the support they need to succeed.

2025-2026

Program strengths:

The Hallsville R-IV School District established a K–12 at-risk program in 1998 and has continued to refine and strengthen it across all four buildings. The Hallsville Board of Education, administration, faculty, and community demonstrate a strong commitment to supporting at-risk students. Over time, intervention programs have evolved to more effectively identify student needs and provide timely support. These programs are designed to systematically identify students who need additional assistance, provide protected time during the school day for targeted support, monitor student progress in areas of concern, and release students from interventions once their needs have been addressed.

At-risk services are provided by collaborative teams of educators, including reading specialists, counselors, interventionists, special education teachers, classroom teachers, and administrators—many of whom have specialized training and extensive experience supporting students with academic and behavioral needs. Student assistance teams (e.g., SAT, CARE) meet regularly in all buildings to review data, monitor student progress, and coordinate interventions. A variety of data sources—including universal screening tools, MAP and EOC assessments, standardized test results, and course performance—are used to identify students and provide support as early as possible.

Across the district, each building implements intervention models designed to meet the developmental needs of its students. These supports include research-based academic and behavioral interventions delivered during the school day, as well as additional optional support opportunities outside of the regular school day. School counselors and building teams also work to identify and address students' social-emotional and behavioral needs in addition to academic concerns.

At the elementary level, primary and intermediate schools use systematic universal screening, progress monitoring, and protected intervention blocks to provide targeted instruction,



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particularly in literacy but also in math. Small-group instruction, Title I services, and intervention specialists support students identified through screening and ongoing assessments.

At the middle school level, students receive support through advisory periods that allow for targeted instruction, reteaching, reassessment, and academic assistance. Teacher teams meet regularly with support staff to review student progress and implement action plans for students in need of additional support.

At the high school level, students have access to multiple intervention pathways, including mandatory academic support sessions, Tribe Time interventions, credit recovery options, and alternative education programming. Additional academic support opportunities are also available before and after the school day.

The district's ongoing partnership with MO-SWPBS consultants to implement a consistent districtwide PBIS framework is strengthening behavioral supports across buildings and improving consistency as students transition from one level to the next. In alignment with the district's Comprehensive School Improvement Plan, Hallsville is also transitioning to a districtwide Multi-Tiered System of Support (MTSS). Our commitment to implementing MTSS will further strengthen our existing systems by improving the coordination, consistency, and effectiveness of academic and behavioral interventions, ensuring all students receive the support they need to succeed.

Program concerns:

Faculty and staff would benefit from additional training in identifying, assigning, and implementing research-supported interventions directly related to individual students' learning and/or behavioral needs.

Faculty and staff would benefit from additional training on effective processes (e.g., frequency, protocols, documentation) to both screen for 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 has created additional SEL concerns for students, led to a modest increase in academic learning gaps, and slowed the progress of some high school students toward four-year graduation.

Time required for documenting assessment and intervention data.



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Future recommendations resulting from this evaluation:

Continue refining the district's Multi-Tiered System of Support (MTSS) framework to ensure consistent systems for identifying, supporting, and monitoring students who require additional academic or behavioral interventions.

Clearly define and document Tier I, Tier II, and Tier III supports, including data-based criteria for entry into and exit from interventions.

Ensure evidence-based interventions are implemented with fidelity across all buildings and supported by consistent documentation and progress-monitoring practices.

Use district- and building-level data to evaluate the effectiveness of interventions and determine whether adjustments or expansions of supports are needed.

Provide ongoing professional development for K–12 staff on MTSS practices, including universal screening, progress monitoring, data-based decision making, and effective intervention strategies.