

Evaluation Results (from previous year)

What are the results of the measures determined for each outcome last year?

Outcome 1: To support parent involvement that positively affects student success.

Measure 1:	The parent involvement score from the Panorama parent survey will be above 70%.
Results: - In the fall 2023 Panorama survey, 94% of parents agree that their students' school communicates effectively with people from their culture. - In the fall 2023 Panorama survey, 79% of parents/guardians respond favorably to the concept of worrying that adults at school will treat their child differently. Meaning, almost 80% don't have this worry. - Parents/guardians respond favorably in regard to barriers to engagement – no scores under 80% favorable response.	

What do key stakeholders consider to be the strengths and OFIs of the program?

Strengths	- In the fall 2023 Panorama survey, 94% of parents agree that their students' school communicates effectively with people from their culture. - In the fall 2023 Panorama survey, 79% of parents/guardians respond favorably to the concept of worrying that adults at school will treat their child differently. Meaning, almost 80% don't have this worry. - Lastly, parents/guardians respond favorably in regard to barriers to engagement – no scores under 80% favorable response.
OFIs	- Continue to use, monitor and be responsive to data and stakeholder feedback. - Expand communication and language services in multiple languages so that we continue to reach all of our families.

What do the program's staff consider to be the strengths and OFIs of the program?

Strengths	- The district and schools provide many opportunities for parent/guardian involvement. In fact, the current creation of the Engagement Plan, as guided by the 2023-2028 CSIP, lists multiple opportunities for involvement and engagement with Park Hill. - Park Hill is aware of the priority to foster a sense of belonging and engagement among students, staff and families. This is evident in our DEIB Drivers and Narratives, as well as the 2023-2028 CSIP.
OFIs	We have an opportunity to increase involvement through expanding communication and services in multiple languages so that we continue to reach all of our families.

How well aligned are the program's priorities and processes with the goals of the program?

Overall, our district's processes and priorities are well aligned with our goal of good parent involvement as measured by parent feedback.

Results of the Program Equity Audit

What were the findings of the Program Equity Audit?

The key findings in this audit highlight a few areas we will continue to focus on:

- A process to facilitate the inclusion and adaptation of new families.
- Recognizing potential for conflict among diverse groups and establishing proactive and reactive processes to address them.
- Having celebrations that reflect diverse cultures with representation at events and celebrations.
- Engaging diverse community populations and stakeholders through parent and community involvement.
- Improving family participation that is balanced relative to the school's demographics.

Deployment Level of Program Services: Services are well deployed, with no significant gaps.

Evaluation Implications

General Recommendation Resulting from the Evaluation

Select from the following possible recommendations resulting from the evaluation:

- ☒ Continue the program as is. It is meeting or exceeding all expected outcomes.
- ☒ Expand the program, replicating effective components.
- ☐ Streamline, refine, or consolidate elements of the program.
- ☐ Redesign the program.
- ☐ Reevaluate the purpose and/or goals of the program.
- ☐ Discontinue ineffective or nonessential program components.
- ☐ Discontinue the program.
- ☐ Other (Specify.)

Plan for Evaluation (for upcoming year)

Coordinator Name

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Planning Team

Terri Deayon, Kelly Wachel and members of the Engagement Planning Team include Elisha Smith, Marcus Fryatt, Andrew Schuerman, Amanda Benjamin, Rob Milner, Dominic Martinez, Marquis Hall, Vanna Easley, Sarah Sieminski, Samantha Fitzgerald, Traci Todd Murphy

Description of the Program

The original context for the Parent/Guardian Involvement Program Evaluation Plan stemmed from the requirement to involve parents in the activities of schools served under Title I, Part A. This means that schools must incorporate parental involvement to improve student achievement and school performance. Annual evaluation of the content and effectiveness of the parent involvement program will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy or are of any racial or ethnic minority background).

At the district and the building level, the Park Hill School District encourages parents to be involved in their children's education through opportunities and outreach in parenting, communicating, volunteering, learning at home, providing feedback/input, decision making and collaborating with the community.

The coordinators of this program evaluation believe that this program can be enhanced by including references to and measures of our CSIP process in the culture objective, specifically the sense of belonging component.

Description of How the Program's Services Are Developed and Delivered

Parent involvement efforts in the Park Hill School District include:

- Teacher communication through email and websites
- Regular building communication on important issues
- Regular district communication through several platforms
- Welcoming environment
- Reaching out to new families
- Involving parents in the classroom through efforts like career days, field trips and volunteerism
- Excellent attendance at parent-teacher conferences
- Bringing parents into the school with events like back-to-school nights and parent orientations
- Providing support for families who need help with basic needs like nutrition, resources and mental health
- Parent meetings and parent groups, including but not limited to PTA and family advisory councils
- Supporting parents through parenting education and resources
- Family and community resource events
- Community chats and conversations through several district committees – DEIB Council forums and action teams, learning opportunities, CSIP community team, long-range planning teams, design teams, the PH2034 team, advisory committees and more.

*Note that this is not an exhaustive list, but a general overview of opportunities provided for parents/guardians.

Key Program Stakeholder Groups

- ☐ Students
- ☒ Parents
- ☐ Staff
- ☐ Administrators
- ☐ Board of Education
- ☐ Taxpayers
- ☐ Other (Specify.)

Student and/or Stakeholder Needs Addressed by the Program

As the Engagement Team met as part of this year's culture strategy in the 2023-2028 CSIP, the team considered what engagement and involvement means to the Park Hill community.

The following considerations were identified:

- Desire for all people to be involved and connected to Park Hill School District, in whatever way provides meaning and authenticity to our individual stakeholders.
- Need for two-way sharing, ensuring the feedback loop is used.
- Provide multiple avenues and opportunities for people to feel engaged in a way that works for them.
- Provide purposeful engagement focusing on an end goal or need.
- Capitalize on vested interests.
- Ensure the focus for engagement benefits student learning and their education.
- Consider events versus content/topics that drive different types of engagement.
- Consider barriers to participation and engagement, including language barriers.

Outcomes of the Program

Outcome 1: To support parent involvement that positively affects student success.

Measures

The parent involvement score from the Panorama parent survey will be above 70%.

Evaluation Questions

- What is the status of the program's progress toward meeting outcomes?
- What do students and other stakeholders consider to be the strengths and weaknesses of the program?
- What do staff consider to be the strengths and weaknesses of the program?
- How does the program's actual implementation compare with the program's design?
- How should priorities be changed to put more focus on achieving the goals?
- How should outcomes be changed? Any added or removed?

Data Collection Methods

- ☒ Surveys and questionnaires
- ☒ Interviews
- ☒ Document reviews
- ☒ Observations
- ☐ Focus groups
- ☒ Case studies
- ☐ Assessments
- ☐ Other (Specify)