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

Outcome 1: We will amplify Park Hill’s positive reputation in the greater Kansas City area in order to build support for our schools in preparation for a more competitive environment.

<table>
<thead>
<tr>
<th>Measure</th>
<th>We will ask community members on our annual Patron Insight survey whether they would recommend the Park Hill School District to their friends and family. We will use the first year’s results to set our benchmark and improve in future years.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results</td>
<td>In the first year, 96% of respondents said they would recommend Park Hill.</td>
</tr>
</tbody>
</table>

Outcome 2: We will provide effective public engagement opportunities for the redistricting process, and we thoroughly inform parents about the redistricting process and how they can participate.

<table>
<thead>
<tr>
<th>Measure</th>
<th>We will inform 100% of our parents about their opportunities to engage with the redistricting process by the end of the engagement period.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results</td>
<td>We communicated with parents using the following tactics:</td>
</tr>
<tr>
<td></td>
<td>o Park Hill Listens online public engagement site</td>
</tr>
<tr>
<td></td>
<td>o Two open houses</td>
</tr>
<tr>
<td></td>
<td>o Postcard mailer</td>
</tr>
<tr>
<td></td>
<td>o Video promo</td>
</tr>
<tr>
<td></td>
<td>o Website</td>
</tr>
<tr>
<td></td>
<td>o “Board Highlights” email newsletter</td>
</tr>
<tr>
<td></td>
<td>o “Park Hill In Depth” videos</td>
</tr>
<tr>
<td></td>
<td>o “First Hand” email newsletter and special bulletins</td>
</tr>
<tr>
<td></td>
<td>o Superintendent’s presentations</td>
</tr>
<tr>
<td></td>
<td>o Photo coverage of the superintendent presenting</td>
</tr>
<tr>
<td></td>
<td>o Cards for handing out to promote participation in public engagement</td>
</tr>
<tr>
<td></td>
<td>o Principal newsletters</td>
</tr>
<tr>
<td></td>
<td>o “Employee Insider” email newsletter</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Strengths</th>
<th>According to the fall 2018 Patron Insight survey, our score on efforts of the district to include the public in decision-making was 4.02. The average score for districts administering this survey was 3.7.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Our score on efforts of the district to communicate with patrons increased to 4.18. The average score for districts administering this survey was 3.78.</td>
</tr>
</tbody>
</table>

| OFIs                                           | Our open rates on our email newsletters were dropping, with the First Hand newsletters hitting a low of 26%, and the Insider hitting 55%.                                                                                           |
What do the program’s staff consider to be the strengths and OFIs of the program?

<table>
<thead>
<tr>
<th>Strengths</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Good team with strong communication skills</td>
<td>• Good relationships with administrators and other staff</td>
</tr>
<tr>
<td>• Good relationships with administrators and other staff</td>
<td>• Good communication tools</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OFIs</th>
</tr>
</thead>
<tbody>
<tr>
<td>We do not control school-level communications, so we must find more ways to support principals and building staff in their communications efforts.</td>
</tr>
</tbody>
</table>

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

Our communication plan and our department balanced scorecard help us keep our processes aligned with our goals and with the CSIP.

Results of the Program Equity Audit

What were the findings of the Program Equity Audit?

We identified barriers to equity in our program, with opportunities for improvement in translating communications into key languages, making our website more accessible, and providing captions for videos to make them accessible to all. We addressed those gaps in the 2018-2019 school year, and we continue to work on improving translations.

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.)

Action Plan

We addressed this year’s goals and will continue to monitor them while directing our attention to other areas.

Cost and Funding Source

No additional costs, and existing costs will come from department budget

Plan for Evaluation (for upcoming year)

Coordinator Name
Nicole Kirby

Planning Team
Matthew Kenwright, Samantha Fitzgerald and Paul Lewis
**Description of the Program**
The communication services department’s responsibilities include communications planning, crisis communications, internal communications, community relations, event planning, media relations, business partnerships, parent involvement, staff training, Park Hill Friends, publications, publicity, advertising, web sites, email newsletters, social media and Park Hill TV.

**Description of How the Program’s Services are Developed and Delivered**

**Strategic Communications Planning:** We strategically guide our own communication efforts and support other administrators in their communications.

**Public Engagement:** We work with senior leaders to administer surveys, focus groups, task forces, online engagement tools and other opportunities to bring stakeholders into the district decision-making process.

**Crisis Communications:** We provide timely communication in the event of a crisis in the district, and we support principals with their communications following incidents in their buildings.

**Election Campaigns:** We coordinate the informational campaign when the Board of Education places a bond or levy question on the ballot.

**Communications Support:** We write speeches, letters and talking points; we provide graphic design services for other administrators; and we provide technical support for school web sites, broadcast journalism classrooms and video communications.

**Communications Training:** We train district employees in communications, media relations, customer service and on-camera interviews.

**Publications:** We produce the “Park Hill Connection” for every home in the district, as well as informational brochures for prospective employees and relocating families.

**Brand Management:** We monitor use of the district logo and ensure it is used according to our graphic standards.

**Media Relations:** We maintain professional relationships with all the reporters who regularly cover the district, working with them to coordinate coverage of the district.

**Electronic Communications:** We maintain the district website and produce the “First Hand” email newsletter and the “Employee Insider” email newsletter for staff. We administer the automated phone calling and text-message alert systems. We manage social media marketing via Facebook and Twitter.

**Channel 18:** We produce hours of video programming each week, which we post on Spectrum Cable TV, Google Fiber TV, YouTube, Facebook and Twitter.

**Marketing Support:** We assist the Education Foundation, the PTA, the Community Education program, the Aquatic Center and other district groups with their marketing communications.

**Event Planning:** We plan the Hall of Fame banquet, the staff convocation, Christmas on the River, Teacher Appreciation Day, Board Appreciation Week, groundbreakings and ribbon cuttings. We assist with the HR department’s Service Awards Banquet and the Education Foundation’s Night with the Stars, annual campaign and Community Breakfast.

**Volunteers:** We screen every volunteer in the district who will ever work alone with students.

**Recognition:** We coordinate Board recognition of staff and students, as well as recognition programs such as district office art displays and digital greeting cards.
**Key Program Stakeholder Groups**

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

**Student and/or Stakeholder Needs Addressed by the Program**

We worked with the Communications Advisory Team, which includes representatives from all stakeholder groups, to identify stakeholders’ information needs. They included the following:

- Financial transparency
- Capital improvement updates
- Comparison data
- Crisis response and safety
- Kids’ faces
- Kids’ names
- Academics
- Student activities
- Calendar items

**Outcomes of the Program**

**Outcome 1:** We will provide effective public engagement opportunities for the start times process, and we thoroughly inform parents about the process and how they can participate.

**Measures**

- We will inform 100% of our parents about their opportunities to engage with the start times process by the end of the engagement period.

**Outcome 2:** We will increase readership of our email newsletters

**Measures**

- We will increase our open rate for First Hand from 26% to 34% by December 2019, and our open rate for the Employee Insider from 55% to 60% by December 2019.

**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)