

### Evaluation Results (from previous year)

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

Outcome 1: Park Hill’s gifted program will meet or exceed all state requirements.

Measure 1:	The general administrative procedures for state approved gifted programs will be adhered to with 100% compliance.
Results: Park Hill’s DESE desk audit of gifted programming in 2021 indicates that our district was substantially compliant.	

Outcome 2: The gifted program provides opportunities for students to explore and refine their unique talents.

Measure 2:	90% of parents and students will agree that gifted services provide opportunities for exploring new areas of interest.
Results: 86% of parents and 84% of students indicate gifted services provide opportunities for exploring new areas of interest. Student survey responses for this item were documented on May 13, 2021 and represented 28% elementary responses and 72% middle school responses.	

Outcome 3: Gifted Students receive a challenging academic experience.

Measure 3:	90% of parents and students believe gifted services provide learning opportunities that appropriately challenge the gifted student.
Results: 85% of parents and 90% of students indicate gifted services provide learning opportunities that appropriately challenge the gifted student. Student survey responses for this item were documented on May 13, 2021 and represented 28% elementary responses and 72% middle school responses.	

Outcome 4: Park Hill’s gifted program will increase in sub-group enrollment.

Measure 4:	Sub-group enrollment will increase by 5% from SY 2020-2021 to SY 2021-2022.
Results: Results for this measure are not yet available. After discussing program evaluation plan timelines with the Executive Director of Quality and Evaluation, it has been determined that the timeline for this plan will be adjusted in the upcoming school year. Results for this measure will be reported in the 2021-22 Program Evaluation during the month of September.	

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

Strengths	<ul style="list-style-type: none"> <li>• Fun, safe, and creative environment</li> <li>• Students get to learn in a way that is tailored to them</li> <li>• Problem solving and open-ended projects</li> <li>• Challenging, advanced and varied topics for children to explore</li> <li>• Working and collaborating with fellow gifted children</li> <li>• Develops creative thinking and problem solving</li> <li>• Program staff</li> </ul>
OFIs	<ul style="list-style-type: none"> <li>• Would like to add more time with gifted instruction/teachers (elementary)</li> <li>• Missing one day a week in the student's home school for Bridges day (elementary)</li> <li>• The balance of online Bridges with other online coursework was difficult.</li> <li>• Would like to see more content areas addressed in middle school</li> <li>• Would like to see more differentiation in the regular education classroom for gifted learners</li> <li>• Would like to see the elementary Bridges day extended</li> <li>• Would like to see gifted support for high school students</li> <li>• Would like to see more math acceleration or advanced content</li> </ul>

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

Strengths	<ul style="list-style-type: none"> <li>• Challenging academic experiences preparing students for future upper-level courses</li> <li>• Interaction with fellow gifted students who share similar ability and needs</li> <li>• Identification of more gifted students</li> <li>• New qualification process</li> <li>• Goal to identify underrepresented students</li> </ul>
OFIs	<ul style="list-style-type: none"> <li>• Onboarding process for new students</li> <li>• Would like to see gifted support and follow-up at the high school level</li> <li>• Would like to see advanced or accelerated math options for students</li> <li>• Would like to see more opportunities for professional development and collaboration with regular education teachers</li> <li>• Teaching Bridges both in person and online was difficult</li> </ul>

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

<p>The purpose of the Park Hill Gifted Program is to recognize and provide for the unique academic and affective needs of exceptional children, so they will become more effective, creative producers in society and their personal lives. The program priorities align to the program purpose.</p>
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## Results of the Program Equity Audit

What were the findings of the Program Equity Audit?

- Continue to explore qualification criteria and the possibility of local norming in order to increase diversity of students receiving gifted services.
- When evaluating engaging scenarios and experiences, look for opportunities to eliminate bias and incorporate diverse cultures and the qualification process, especially at the middle school level in the social studies classrooms.

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

## Plan for Evaluation (for upcoming year)

### Coordinator Name

Christina Courtney

### Planning Team

Christina Courtney, Bridges Staff

### Description of the Program

The purpose of the Park Hill Gifted Program is to recognize and provide for the unique academic and affective needs of exceptional children, so they will become more effective, creative producers in society and their personal lives.

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

Elementary students qualifying for gifted education services will attend classes one day a week in a pull-out program. At the elementary level, the Bridges program provides services to qualifying students in grades 2-5 at designated host sites with specific schools being assigned to each location. Middle school gifted students attended Bridges in place of social studies. Social studies standards are supported within the gifted curriculum. Due to COVID-19, Bridges services were also delivered online in the 2020-2021 school year.

### Key Program Stakeholder Groups

Students

Parents

Staff

Administrators

Board of Education

Taxpayers

Other (Specify.)

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

The program meets the state requirement to provide services for our academically advanced students whose mental capacity and learning potential are so advanced that they need additional services to meet their learning needs.

### Outcomes of the Program

Outcome 1: Park Hill's gifted program will meet or exceed all state requirements.

Outcome 2: The gifted program provides opportunities for students to explore and refine their unique talents.

Outcome 3: Gifted students receive a challenging academic experience.

Outcome 4: Park Hill's gifted program will increase in sub-group enrollment.

### Measures

The general administrative procedures for state-approved gifted programs will be adhered to with 100% compliance.

90% of parents and students will agree that gifted services provide opportunities for exploring new areas of interest.

90% of parents and students believe the gifted services provide learning opportunities that appropriately challenge the gifted student.

Sub-group enrollment will increase by 5% from SY 2021-2022 to SY 2022-2023.

### **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)