



A+ SCHOOLS PROGRAM DESIGNATION CHECKLIST

CO/DIST CODE:	SCHOOL DISTRICT NAME	PHONE NUMBER
BUILDING NAME:	A+ COORDINATOR	
ADDRESS, CITY, STATE, ZIP		

REQUIREMENT I: Establish measurable district-wide performance standards for the three (3) goals of the program.

STATEMENT: The district shall establish at least one (1) measurable district-wide performance standard for each of the three (3) goals of the A+ Schools Program.

DOCUMENTATION:

- A. Provide the district’s most recent Comprehensive School Improvement Plan (CSIP) that includes measurable performance standards for each of the three (3) goals of the A+ Schools Program.
- B. List and/or describe the instruments or measurement procedures that determine if the district/school has attained the established performance standards for each of the three (3) goals.

The district/school has provided documentation to verify the following:

____ I.1.	District’s CSIP incorporates the following program goals: A. All students graduate from high school; B. All students complete a selection of high school studies that is challenging and for which there are identified learning expectations; and C. All students proceed from high school graduation to a college, or post secondary career-technical school or high-wage job with work place skill development opportunities.
____ I.2.	CSIP has been approved by the local board of education.
____ I.3.	District’s CSIP contains measurable criteria for achievement of program goals.
____ I.4..	The district has provided plans to meet the determined level of performance for each standard.
____ I.5.	(OPTIONAL) List or briefly describe other items that would document that the district/school has met this requirement. _____ _____

REQUIREMENT II: Specify the measurable learner objectives (competencies) that students must demonstrate in order to successfully complete any individual course offered by the school, and any course of study which qualifies a student for graduation from the school.

STATEMENT: The district shall specify the measurable learner objectives that students must demonstrate to successfully complete any individual course offered by the school and any course of study which qualifies a student for graduation from the school. The district must align all measurable learner objectives to the Show-Me Standards. The district shall identify a sub-set of 3 to 5 of the total measurable objectives of the school to track multiple times across all content areas and multiple courses within content areas. The three to five measurable learner objectives chosen shall measure preparation for post-secondary success and shall link to other programs and process of the school and

district. For example the tracked measurable learner objectives should provide useful information regarding the school and district CSIP plan, High Schools That Work, Professional Learning Communities, and other principle based reforms. The district shall have activities and assessments in place to measure in all content areas and multiple courses student mastery of *at least* this sub-set of the measurable learner objectives. The district shall identify an appropriate mastery level of achievement for each assessment used to determine mastery of a tracked objective in each setting.

CRITERIA: Evidence will be based on curriculum and assessment documents which –

- A. Identify measurable learner objectives for each course offered toward graduation;
- B. Document the relationship between all measurable learner objectives and the Show-Me Standards;
- C. Provide a rationale for the selection of the 3 to 5 measurable learner objectives chosen for tracking across all content areas and courses.
- D. Identify the activities and assessments used to measure and record student mastery of 3 to 5 of the measurable learner objectives across all content areas;
- E. Identify the mastery level of an objective being tracked. (Districts *may not* set an across-the-board mastery level since different assessments are measured in different ways. *Each mastery level set should be appropriate for the context of the specific assessment being used.*)
- F. Provide documentation of how the data collected from the measurable learner objectives informs the school and district CSIP plan, the goals of principle-based reform initiatives, and the curricular decisions of the school and district.

INDICATORS: A student tracking and reporting system that provides documentation of the relationship between the Show-Me Standards and measurable learner objectives for each course offered toward graduation, that provides a record of student mastery on those measurable learner objectives being tracked, and a narrative of how the instructional/assessment/record keeping system is maintained. Other types of indicators could include grading systems, portfolios, samples of student work and computer records or reports.

The district/school has provided documentation to verify the following:

_____ II.1.	A defensible rationale for the choice of the 3 to 5 measurable learner objectives being tracked by the school as they relate to post-secondary success.
_____ II.2	Specified listings of measurable learner objectives have been established for each course offered by the school and are aligned to the Show-Me Standards.
_____ II.3.	Learner experiences have been established to give students the opportunity to master and demonstrate mastery of those measurable learner objectives for each course offered by the school across the content areas.
_____ II.4.	Assessments have been established to measure student mastery of those measurable learner objectives for each course offered by the school across the content areas. For each specific assessment, a mastery level that is appropriate to that assessment in the context of the content area and course has been established.
_____ II.5.	A paper or electronic system has been established for tracking, monitoring and reporting student mastery of the measurable learner objectives for the school across all content areas.
_____ II.6.	The district has established specific requirements for high school graduation (either a single set of requirements for all students or multiple sets of requirements which may be different for each career pathway within the school).
_____ II.7.	(OPTIONAL) List or briefly describe other items that would document that the district/school has met this requirement. _____ _____ _____

REQUIREMENT III: Offer a career preparation system.

STATEMENT: Procedures must have been implemented within the district or school to prepare students upon graduation to successfully enter and progress in employment and/or post secondary studies.

CRITERIA: Develop narrative and documentation that:

- A. A comprehensive K-12 guidance program is evident.
- B. All students will have a four-year plan that designates a course of study or career pathway, leading to post secondary studies and/or high-wage job.
- C. A program is in place that details the procedures for developing and annually reviewing a student’s four-year plan, which requires student and parent/guardian involvement and allows for changes in courses of study or career pathways.
- D. Courses are aligned under courses of study or career pathways and this information is disseminated to secondary students and their parents on an annual basis.
- E. Procedures have been implemented within the district or school to eliminate the offering of a general track of courses that do not provide sufficient preparation for students upon graduation to successfully enter and progress in employment or post secondary studies.

DOCUMENTATION: District has implemented a K-12 Model Guidance Plan, samples of student four-year plans, a copy of the program that details the procedures for developing and implementing the four-year requirements of all students, evidence to show how courses are aligned under courses of study or career pathways and how information is disseminated to secondary students and parents

The district/school has provided documentation to verify the following:

<p>_____ III.1.</p>	<p>All components of a comprehensive (K-12) guidance program have been implemented within the district.</p> <p>A. District Documentation</p> <p>1) Copy of the District Guidance Manual</p> <p>B. Building Documentation</p> <ul style="list-style-type: none"> 1) Building Guidance Plan 2) Completion of the Internal Improvement Review Document at the building level with a completed action plan. 3) Narrative & Timeline for completing a results based project OR a sample of a completed results base project OR a written plan for being trained in results based evaluation (Evidence of System Support activities and impact of program on relevant student outcomes <p><i>Note: The following documentation should already be a part of the building guidance plan.</i></p> <ul style="list-style-type: none"> 4) Student Referral Process documentation and list of agencies (Evidence of Responsive Services Implementation) 5) Results of Time Task Analysis with a brief narrative or outline that describes how/when conducted (Evidence of amount of counselor time devoted to guidance program implementation) 6) 2008-09 Counseling Calendar including dates for classroom presentations and dates for annual review of Personal Plans of Study (Evidence of Guidance Curriculum and Individual Planning Implementation) 7) Results of the Needs Assessment Survey with a BRIEF narrative (one page or less) of how results are being or will be used (Evidence of Guidance Curriculum Implementation)
<p>_____ III.2.</p>	<p>A four-year high school planning process has been established within the district/school for all students that delineates a course of study or courses contributing to a career pathway that leads to post secondary studies or a high-wage job.</p> <ul style="list-style-type: none"> 1) Four (4) Sample Personal Plans of Study (PPS): one from the student at each grade level with names marked out. The PPS should provide evidence of being built around a career path/or career cluster.

_____ III.3.	The four-year planning process provides for parent/guardian involvement.
	Information is available and disseminated to parents/guardians and students regarding the four-year planning process and the course of study or courses contributing to a career pathway, which leads to high school graduation.
	<p>The four-year planning process includes procedures for annual review and possible revision.</p> <ol style="list-style-type: none"> 1) Provide evidence through a narrative of how parents are involved in the development of the Personal Plan of Study, how information is disseminated to parents/guardians, and how the annual review takes place. Evidence can include but is not limited to the following which ranges from limited involvement to well developed involvement. <ol style="list-style-type: none"> a) Enrollment/PPS Information is sent home to parents b) Regularly scheduled conferences with parents that review the PPS c) Evidence through parent signature that the PPS/enrollment information has been reviewed by parents d) Evidence that PPS are developed with parental input e) Evidence that parents meet with student and staff to develop personal plans of study AND parents meet at least annually with staff to review the PPS. f) Guidance Calendar with Dates of Individual Planning Activities (classroom presentations, evening programs, enrollment dates, PPS review schedule, etc) 2) Copy of Course Descriptions/Student Planning Guide

_____ III.4.	<p>(OPTIONAL) List or briefly describe other items that would document that the district/school has met this requirement.</p> <hr/> <hr/> <hr/>
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REQUIREMENT IV: Require rigorous coursework with standards of competency in all academic subjects for students pursuing post secondary education or employment.

STATEMENT: Establish rigorous coursework with standards of competency in all academic subjects for students pursuing post secondary education or employment.

CRITERIA: Develop a narrative describing the process utilized by the district to insure that students pursuing post secondary education or employment careers are provided rigorous coursework with standards of competency in basic academic subjects, e.g., applied academic courses.

INDICATORS: District’s schedule for the review and completion of basic academic courses leading toward graduation for vocational education students. Procedures for course selection and enrollment for vocational education students.

The district/school has provided documentation to verify the following:

_____ IV.1.	<p>Appropriate academic preparation courses are provided for students pursuing post secondary education or employment –</p> <ol style="list-style-type: none"> A. To ensure their success in occupational preparation programs/courses within the school or at an area vocational school; B. To ensure they have sufficient academic preparation to enter a high-wage job; and C. To ensure they may continue their education and enter and progress at a post secondary institution.
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____ IV.2.	The district/school has increased the number of high school curriculum upper-level course offerings in biology/chemistry, communications, mathematics and physics including advance placement and dual credit courses. Where applicable, provide dates regarding courses added. Fifty percent of the district's juniors and seniors must be enrolled in either advanced courses or vocational courses.
____ IV.3	The district/school has eliminated high school general track courses that do <u>not</u> prepare students upon graduation to successfully enter and/or progress in employment and/or post secondary education. Provide a list of courses that have been eliminated.
____ IV.4.	(OPTIONAL) List or briefly describe other items that would document that the district/school has met this requirement. _____ _____ _____

REQUIREMENT V:

A. Partnership Plan

Have a partnership plan developed in cooperation and with the advice of local business persons, labor leaders, parents, and representatives of college and postsecondary vocational and technical school representatives, with the plan then approved by the local board of education. The plan shall specify a mechanism to receive information on an annual basis from those who developed the plan in addition to senior citizens, community leaders, and teachers to update the plan in order to best meet the goals of the program. Further, the plan shall detail the procedures used in the school to identify students that may drop out of school and the intervention services to be used to meet the needs of such students. The plan shall outline counseling and mentoring services provided to students who will enter the work force upon graduation from high school, address apprenticeship and intern programs, and shall contain procedures for the recruitment of volunteers from the community of the school.

STATEMENT: An A+ Schools Partnership Plan must have been developed in cooperation with a local advisory committee and a mechanism in place to update the plan annually, by those individuals who originally assisted in developing the plan as well as senior citizens, community leaders and teachers.

DOCUMENTATION: Provide documentation on the Advisory Committee, such as a list of names, membership affiliation and addresses and evidence that meetings were conducted (evidence may vary from district to district); a copy of the district signed partnership plan that addresses the following components: identification of at-risk students to include at-risk intervention strategies utilized by the district; mentoring/counseling services; recruitment of community volunteers; internships and apprenticeships; explanation of specific mechanisms for the review and revision of the partnership plan; and a description of the local ongoing evaluation system to determine the effectiveness of the A+ Schools Program.

The district/school has provided documentation to verify the following:

____ V.A.1.	A district/school partnership plan has been developed.
____ V.A.2	The partnership plan was developed with the advice of local business persons, labor leaders, parents and representatives colleges and post secondary vocational and technical school representatives.

____ V.A.3.	The partnership plan includes, as a minimum, provisions for - a. Counseling and mentoring services to students who will enter the work force upon graduation from high school; b. Apprenticeship and internship programs; and c. Procedures for the recruitment of volunteers from the community to the school to serve in schools.
____ V.A.4	The partnership plan has been approved by the district’s board of education.
____ V.A.5.	The partnership plan contains provisions for - a. Annual review and revision, b. With advice from senior citizens, community leaders, and teachers in addition to those representative individuals/groups who provided advice for the original partnership plan.
____ V.A.6.	The partnership plan is an integral component of the district’s strategic plan for school improvement.
____ V.A.7.	(OPTIONAL) List or briefly describe other items that would document that the district/school has met the component of this requirement. _____ _____ _____
<p>B. Timely reporting to State Literacy Hot Line.</p> <p>STATEMENT: The school shall report to the State Literacy Hot Line Office in Jefferson City, the name, mailing address and telephone number of all students sixteen years of age or older who drop out of school for any reason other than to attend another school, college or university, or enlist in the armed services.</p> <p>DOCUMENTATION: Provide documentation that the school has reported dropouts to the State Literacy Hot Line either by telephone or on forms developed by the Department of Elementary & Secondary Education.</p>	
<p>The district/school has provided documentation to verify the following:</p>	
____ V.B.1.	The district/school has initiated provisions to identify students who would be considered to be “at risk” of school failure and/or of dropping out of school.
____ V.B.2.	The district/school has implemented provisions to report to the State Literacy Hot Line Office all students who have dropped out of school.
____ V.B.3.	The district/school has implemented procedures to attempt to counsel and recover students who have dropped out, assisted them to pursue alternative education programs and services, and/or assisted them to pursue adult basic education and the attainment of a General Education Development (GED) certificate.
____ V.B.4.	The district provides the community with information on the availability of adult literacy programs.
____ V.B.5.	(OPTIONAL) List of briefly describe other items that would document that the district/school has met this component of this requirement. _____ _____ _____

REQUIREMENT VI: Student Eligibility System.

STATEMENT: A data and accountability, recordkeeping system must be developed, implemented and maintained for all students attending the high school.

DOCUMENTATION: - Each A+ School participant’s file should contain a valid transcript showing grade point average (GPA), attendance record, tutoring/mentoring documentation, citizenship documentation, and student follow-up information.

The district/school has provided documentation:

<p>_____ VI.1</p>	<p>The district/school has implemented a data accountability system that documents –</p> <p>A. Student participation requirements including:</p> <ul style="list-style-type: none">(1) enrollment in and attendance at a designated A+ school for at least three (3) consecutive years immediately prior to high school graduation;(2) written agreement with designated A+ High School(3) graduation from a designated A+ school with at least a grade point average of two and five tenths (2.5) points on a four (4) point scale, or equivalent on alternate grading system.(4) at least a ninety-five (95) percent attendance record;(5) at least fifty (50) hours of unpaid tutoring or mentoring services for students; and(6) a record of good citizenship and avoidance of the unlawful use of drugs/alcohol. <p>B. Entrance and eligibility status information for qualifying students for the A+ Schools Student Financial Incentive is forwarded to the postsecondary institution(s) of their choice.</p> <p>D. Procedures have been established for the district/school to annually, following graduation, forward to the Department of Elementary and Secondary Education information regarding the qualifying students for the A+ Schools Program Student Financial Incentive.</p>
<p>_____ VI.2.</p>	<p>(OPTIONAL) List or briefly describe other items that would document that the district/school has met this requirement.</p> <hr/> <hr/> <hr/>

REQUIREMENT VII: Historical Data (A narrative description/discussion can be included to support any reported data).

STATEMENT: Provide historical data for four years prior to pursuing A+ Schools status plus each year until designated as an A+ School (usually will be data for the past seven (7) school years).

CRITERIA: Individual districts will determine the method (bar graph, line graph, etc.) to be used to provide a summary of data disaggregated by school year and a narrative that interprets the data submitted.

INDICATORS:

- A. Annualized high school dropout rate to include a narrative describing the progress toward lowering the dropout rate. The narrative must include:
 - 1. At-risk student identification procedures which are in place and formalized;
 - 2. At-risk student referral procedures which are in place and systematic;
 - 3. At-risk student intervention strategies which are in place and monitored by counselors and/or at-risk coordinators;
 - 4. Other items which may be included are: ongoing staff development activities, alternative educational delivery systems (in-district and outside agencies), and other strategies which are relevant to the district;
- B. Graduation Rate
- C. Enrollment by grade level (K-12);
- D. Number of high school graduates continuing education (disaggregated by vocational-technical, 4-year, 2-year institutions);
- E. Number of high school graduates entering labor force;
- F. Vocational education enrollment disaggregated by program and by location (home school district and area vocational school);
- G. Placement rates for each vocational education program and location;
- H. Numbers of at-risk students identified;
- I. Number of students enrolled in A+ Tuition Assistance Program as a total and as a percent of the total high school population.
- J. ACT Score averages and number of students participating.

VERIFICATION CHECKLIST: The district/school has provided documentation to verify the following:

____ VII.1.	Historical data, including at least that which is prescribed for the A+ Schools Program, has been collected and maintained for the past seven (7) years.
____ VII.2.	Provisions have been made to annually collect and maintain historical data including at least that which is prescribed for the A+ Schools Program.
____ VII.3	Historical data is annually summarized and analyzed to determine continuing performance standard attainment, to provide evaluative information and to contribute to the formulation of continuous improvement planning and implementation.
____ VII.4	(OPTIONAL) List or briefly describe other items that would document that the district/school has met this requirement. _____ _____ _____

REQUIREMENT VIII: Local on-going evaluation of the A+ Schools Program.

STATEMENT: A local ongoing evaluation system must be established that will determine the effectiveness of the activities utilized to implement the A+ Schools Program.

DOCUMENTATION: Documentation should be provided to indicate the nature of the ongoing evaluation plan as well as plans to continue to monitor the effectiveness of the A+ Schools Program after designation as an A+ School.

The district/school has provided documentation to verify the following:

_____ VIII.1.	An ongoing system of evaluation that encompasses all aspects of the school’s educational programs, services and activities, including those relating to the A+ Schools Program, and contributes to continuous improvement has been implemented within the district/school.
_____ VIII.2	Evaluation results are presented to the local board of education on a regular basis.
_____ VIII.3.	(OPTIONAL) List or briefly describe other items that would document that the district/school has met this requirement. _____ _____ _____

REQUIREMENT IX: Sustainability of the A+ Schools Program

STATEMENT: Schools seeking A+ Schools designation must provide a narrative describing planned efforts to sustain the program

The district/school shall provide its plan for the sustainability of the A+ Schools Program. The plan should address, as a minimum, the following:

_____ IX.1.	A listing of the district/school’s major goals, activities and anticipated expenditures (spreadsheet) for next year’s operation delineating how the A+ Schools Program will be sustained.
_____ IX.2.	A signed assurance to the Department that district/school will sustain planning, implementation and evaluation efforts and will report any requested documentation and/or reports necessary to determine continuous improvement and positive performance of the A+ Schools Program.
_____ IX.3.	(OPTIONAL) List or briefly describe other items that would document that the district/school has met this requirement. _____ _____ _____

REQUIREMENT X: Meet performance standards under the Missouri School Improvement Program (MSIP)

STATEMENT: This school district is provisionally accredited or accredited.

DOCUMENTATION: Data should be provided to indicate how the district is meeting the MSIP Performance Standards.

The district/school has provided documentation to verify the following:

_____ X.1	The district/school has provided for review the data and, if applicable, the report and school improvement plan regarding the performance standards from the most recent Missouri School Improvement Program (MSIP) review.
_____ X.2.	The district's/school's most recent MSIP review and annual performance report (APR) regarding the performance standards indicates that they have been met and the district has been or will be accredited or provisionally accredited, or provisions have been made to provide the Department of Elementary and Secondary Education with subsequent data (Comprehensive School Improvement Plan [CSIP]) to indicate that the MSIP performance standards could be met and the district could attain at least provisional accreditation.
_____ X.3.	(OPTIONAL) List or briefly describe other items that would document that the district/school has met this requirement. _____ _____ _____

REQUIREMENT XI: Spin-off activities that came about as a result of the implementation of the A+ Schools Program.

STATEMENT: Schools seeking A+ Schools designation may have experienced spin-off benefits, barriers, or related effects as a direct result of the implementation of the A+ Schools Program which may not be addressed in the above noted statements, criteria, and indicators. Schools will be given the opportunity to provide a narrative of these spin-off activities.

VERIFICATION CHECKLIST: The district/school has provided documentation to verify that positive benefits beyond those expressly delineated within the A+ Schools Program or the requirements specified above have occurred.

