



**A+ SCHOOLS PROGRAM DESIGNATION CHECKLIST**

COUNTY/DISTRICT CODE	SCHOOL or GOVERNING BODY NAME	PHONE NUMBER
BUILDING NAME		DESIGNATED A+ CONTACT
ADDRESS, CITY, STATE, ZIP		

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

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

**DOCUMENTATION:**

- A. Provide the school’s/district’s most recent School Improvement Plan (SIP) 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 school/district has attained the established performance standards for each of the three (3) goals.

**The school/district can verify the following:**

____ I.1.	District’s SIP incorporates the following program goals: <ul style="list-style-type: none"> <li>A. All students graduate from high school;</li> <li>B. All students complete a selection of high school studies that is challenging and for which there are identified learning expectations; and</li> <li>C. All students proceed from high school graduation to a college, post-secondary career-technical school, or high-wage job with work place skill development opportunities.</li> </ul>
____ I.2.	A SIP has been approved by the local board of education/governing board.
____ I.3.	School’s/District’s SIP contains measurable criteria for achievement of program goals.
____ I.4..	The school/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 school/district 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 school/district shall specify the measurable learner objectives that students must demonstrate to successfully complete any individual course offered and any course of study which qualifies a student for graduation from the school/district. The school/district must align all measurable learner objectives to the Missouri Learning Standards. The school/district shall identify a sub-set of three to five 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 link to other programs in process at the school and/or district.

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For example the tracked measurable learner objectives should provide useful information regarding the school/district improvement plan, High Schools That Work, Professional Learning Communities, and other principle-based reforms. The school/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 school/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 Missouri Learning Standards;
- C. Provide a rationale for the selection of the three to five 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 three to five of the measurable learner objectives across all content areas;
- E. Identify the mastery level of an objective being tracked (Schools/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.*) and,
- F. Provide documentation of how the data collected from the measurable learner objectives informs the school and district SIP 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 Missouri Learning 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 school/district can verify the following:**

____ II.1	A defensible rationale for the choice of the three to five measurable learner objectives being tracked by the school/district 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/district and are aligned to the Missouri Learning 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 across the content areas.
____ II.4	Assessments have been established to measure student mastery of those measurable learner objectives for each course offered 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/district across all content areas.
____ II.6	The school/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/district).
____ II.7	(OPTIONAL) List or briefly describe other items that would document meeting 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 counseling 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; and
- 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:** The school/district has implemented a K-12 Model Counseling 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 school/district can verify the following:**

<p>____ III.1.</p>	<p>All components of a comprehensive (K-12) counseling program have been implemented within the district.</p> <p><b>A. School/District Documentation</b></p> <p>1) Copy of the School/District Counseling Manual</p> <p><b>B. Building Documentation</b></p> <p>1) Building Counseling Plan;</p> <p>2) Completion of the Internal Improvement Review Document at the building level with a completed action plan; and</p> <p>3) Narrative and timeline for completing results based project <b>OR</b> a sample of a completed results-based project <b>OR</b> a written plan for being trained in results-based evaluation. (Evidence of system support activities and impact of program on relevant student outcomes).</p> <p><i>Note: The following documentation should already be a part of the building guidance plan.</i></p> <p>4) Student Referral Process documentation and list of agencies (evidence of responsive services implementation);</p> <p>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);</p> <p>6) Current counseling calendar including dates for classroom presentations and dates for annual review of Personal Plans of Study (evidence of counseling curriculum and individual planning implementation); and</p> <p>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 counseling curriculum implementation).</p> <p style="text-align: right;">--continued</p>
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<p>_____III.2.</p>	<p>A four-year high school planning process has been established within the school/district for all students that delineates a course of study or courses contributing to a career pathway that leads to postsecondary studies or a high-wage job.</p> <ol style="list-style-type: none"> <li>1) Four (4) sample Personal Plans of Study (PPS): One from a student at each grade level with name(s) marked out. The PPS should provide evidence of being built around a career path/or career cluster.</li> </ol>
<p>_____III.3.</p>	<p>The four-year planning process provides for parent/guardian involvement.</p> <hr/> <p>Information is available and disseminated to parents/guardians and students regarding the four-year planning process and the course of study contributing to a career pathway, which leads to high school graduation.</p> <hr/> <p>The four-year planning process includes procedures for annual review and possible revision.</p> <p><b>A.</b> Provide evidence through a narrative of how parents are involved in the development of a personal plan of study (PPS, 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:</p> <ol style="list-style-type: none"> <li>1) Enrollment/PPS Information is sent home to parents;</li> <li>2) Regularly scheduled conferences with parents that review the PPS;</li> <li>3) Evidence through parent signature that the PPS/enrollment information has been reviewed by parents;</li> <li>4) Evidence that PPS are developed with parental input;</li> <li>5) 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; and</li> <li>5) Counseling Calendar with dates of individual planning activities (classroom presentations, evening programs, enrollment dates, PPS review schedule, etc.).</li> </ol> <p><b>B.</b> Copy of course descriptions/student planning guide is provided.</p>
<p>_____III.4.</p>	<p>(OPTIONAL) List or briefly describe other items that would document that the district/school has met this requirement.</p>

**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 school/district to ensure that students pursuing post-secondary education or employment careers are provided rigorous coursework with standards of competency in basic academic subject, e.g., applied academic courses.

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

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**The school/district can verify the following:**

<p>____ IV.1.</p>	<p>Appropriate academic preparation courses are provided for students pursuing post-secondary education or employment –</p> <ul style="list-style-type: none"> <li>a. To ensure their success in occupational preparation programs, courses within the school or at an area vocational school;</li> <li>b. To ensure students have sufficient academic preparation to enter a high-wage job; and ensure they may continue their education and enter and progress at a post-secondary institution.</li> </ul>
<p>____ IV.2.</p>	<p>The school/district 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. <u>Fifty percent of the district’s juniors and seniors must be enrolled in either advanced courses or vocational courses.</u></p>
<p>____ IV.3</p>	<p>The school/district 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.</p>
<p>____ IV.4.</p>	<p>(OPTIONAL) List or briefly describe other items that would document that the school/district has met this requirement.</p>

**REQUIREMENT V: Planning**

**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 post-secondary vocational and technical school representative, with the plan approved by the local board of education/governing board. The plan shall specify a mechanism to receive information on an annual basis from those who developed the plan in addition to senior citizen, community leaders, and teachers to update the plan in order to best meet the goals to the program.

**\*Nonpublic schools applying for A+ Designation shall be included in the partnership plan developed by the public school district in which the nonpublic school is located.**

The district/school can verify the following:	
____ V.A.1.	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.2.	The partnership plan has been approved by the school's/district's board of education or governing board.
____ V.A.3.	The partnership plan contains provisions for - A. Annual review and revision; and B. 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.4.	The partnership plan is an integral component of the district's strategic plan for school improvement.
____ V.A.5.	(OPTIONAL) List or briefly describe other items that would document that the district/school has met the component of this requirement.
<p><b>B. Timely reporting to State Literacy Hot Line.</b></p> <p><b>STATEMENT:</b> 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><b>DOCUMENTATION:</b> Provide documentation that the school has reported dropouts to the State Literacy Hot Line either by telephone (573/751-1249) or on forms developed by the Department of Elementary &amp; Secondary Education.</p>	
The district/school can verify the following:	
____ 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/school provides the community with information on the availability of adult literacy programs.
____ V.B.5.	(OPTIONAL) List or 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> <ol style="list-style-type: none"> <li>1) enrollment in and attendance at a designated A+ school for at least three years immediately prior to high school graduation;</li> <li>2) sign an agreement with a designated A+ High School;</li> <li>3) maintain a grade point average of two and five tenths (2.5) points on a four (4) point scale;</li> <li>4) maintain 95% percent attendance over four years of high school;</li> <li>5) complete fifty (50) hours of tutoring and/or mentoring (up to 25% of which may be job shadowing);</li> <li>6) achieve a score of proficient or advanced on the Algebra I EOC or meet an established alternative, and</li> <li>7) maintain a record of good citizenship.</li> </ol> <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>C. 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>

**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 district/school will provide a narrative that interprets current data for the high school.

**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; and
- J. ACT score averages and number of students participating.

**VERIFICATION CHECKLIST:** The district/school can verify the following:

____VII.1.	Historical data, including at least that which is prescribed for the A+ Schools Program, has been/will be 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 can 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 effort 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.

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