



A+ Schools Program 2011-12 Program Evaluation Plan

District Leader or Program Evaluation Leader's Name

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Planning Team

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Description of the Program

This program provides scholarship funds to eligible graduates of A+ designated high schools who attend a participating public community college or vocational/technical school, or certain private two-year vocational/technical schools.

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

The A+ program at RayPec is to assist students in meeting the requirements set by the Department of Higher Education. Students are encouraged to enroll into the A+ program prior to the start of their freshman year, but must enroll into a written agreement prior to high school graduation. A student must attend an A+ high school for three consecutive years immediately prior to graduation. The A+ Coordinator and Tutor Coordinator monitor the requirements that students must maintain and accomplish to help them obtain their status.

Key Program Stakeholder Groups

Students

Parents

Staff

Administrators

Taxpayers

Other (Specify.)

Student and/or Stakeholder Needs Addressed by the Program

This program supports high school graduation, completion of a rigorous course of study, and preparation for students to move to post-secondary schooling or vocational or technical schooling. By completing this program, students are eligible to receive tuition reimbursement.

Overall Goals of the Program (12-13)

Goal 1: Enroll 95% of incoming freshman into the A+ program.

Goal 2: Increase the number of students taking the ACT to 80% of graduates by 2014.

Expected Measureable Outcomes

*A+ handbooks, information, and letters of intent will be distributed to 8th grade students and collected during the enrollment process to increase participation.

* A+ Coordinator will meet with enrolled students and communicate requirements on a consistent basis through various media as well as My Big Campus.

*Educate students on the proper way to complete the ACT self-reporting form for meeting recommended core requirements.

* Provide support to have students complete the online registration account during the students' junior year.

*Maintain and/or increase advanced and vocational opportunities at the high school and middle school.
*Monitor results from the Annual ACT College Readiness Letter and Profile Report.

Evaluation Questions

- What is the status of the program's progress toward achieving the goals?
- 2011 evaluation progress toward "last year's" goals is based on the following:

Graduation Rate: 91.4% ****NOTE**** (The new and current calculations are based on different cohorts: the current graduation rate determines its cohort when a student graduates, which includes students who take more than four years to graduate from high school; the new graduation rate determines its cohort when the student first enters the ninth grade. For now, Missouri's new four-year adjusted cohort graduation rate will be reported in addition to its current graduation rate.

The new four-year graduation rate will be for "reporting" purposes only in 2010-11.

- Use of the new rate for federal accountability purposes will not go into effect across the nation until the 2011-12 school year. Missouri is a state which has been granted permission to use a five-year rate for federal accountability purposes for 2011-12.

Dropout Rate: 1.9%--DESE recommends that A+ designated schools that the dropout rate be less than the rate in other Missouri Schools. (3.8%)

RPHS uses a variety of preventions to assist students at risk of dropping out:

School Within a School

RayPec Academy—104 students

Credit for Completion

A suspension school

Study Skills Course

English Essentials Classes

Rigorous Course of Study

Students may choose from 17 dual credit classes, 9 Advanced Placement classes, and have the opportunity to participate in technical and career training course work at *Summit Tech and *Cass Career Center (* application process due to limitations of number of students based on sending school positions available and district funding)

Post-Secondary, Vocational or Technical School attendance:

RayPec would like to see an increase in the number of students attending post-secondary, vocational or technical schools to access their A+ reimbursement. (81%)

Based on the number of students who have signed up for the A+ program since the program began in 2000, RayPec has had 1,728 students complete the A+ program.

Tutoring and Mentoring

The A+ program requirement of performing at least 50 hours of unpaid tutoring or mentoring, of which up to 25% may include job shadowing, allows for all students in the district to benefit. Currently there are 199 students who are serving as tutors and mentors to their peers.

Based on the aforementioned information, we feel that the goals were written to be of an ongoing nature and therefore not specifically met. Through the new process and goals for 11-12, we will direct our attention to collection of data, forming an advisory group, increase in enrollment at the freshman level, and students meeting ACT's Recommended Core requirements by accurate self-reporting.

- What do students and other stakeholders consider to be the strengths and weaknesses of the program?
Strengths:
 - Parents appreciate the opportunity to help pay for some college expenses with A+.
 - Students get an opportunity for tutoring other students.
 - Community members appreciate our students getting into the community and helping with community service opportunities.
 Weaknesses:
 - Students schedule are full with required and advanced courses making it hard to work in additional course work or tutoring time during the day.
 - Due to the change in the bell schedule, students are limited to where they can tutor and what time of the day. (distance to elementary and middle school building)
 - New EOC requirement. Students must earn advanced or proficient in Algebra I to qualify for A+ May have implications on students enrolling even though the state has made an alternate provision for those students who do not meet that EOC requirement in high school.

- What do staff consider to be the strengths and weaknesses of the program?
- Strengths:
 - The A+ requirements help students plan for more rigorous course of study.
 - The use of tutors is greatly appreciated to supplement instruction and assist students.
- Weaknesses:
 - Tutors are available only on a limited basis at the elementary schools due to the schedule change from block to traditional. The elementary buildings are too far for students to get there and back during the school day.
- How does the program's actual implementation compare with the program's design?
This program is a state program that has specific guidelines. The A+ coordinator follows those guidelines for implementation.
- How should priorities be changed to put more focus on achieving the goals?
Moving forward, an advisory group will be developed to address specific strengths and weaknesses of the program. To gather more accurate data from students, we would like to develop a specific tool to use for surveying students and collecting data to support our SMART goals.
- How should goals be changed? Any added or removed?
Last year's goals were not SMART but were the actual State Statute. Data collection tools will be developed for the areas that are measurable. For 11-12 school year, this program will use two goals.

Data Collection Methods

- X Surveys and questionnaires (End of School Senior Survey, Graduation Follow-Up Survey)
- X Interviews (Students and Staff)
- X Document reviews(ACT Profile and College Readiness Letter, A+Enrollment at Metropolitan Community Colleges
- Observations
- Focus groups
- Case studies
- X Assessments (ACT)
- X Other (Specify) (MCDS Portal)