

Program Evaluation

A+ Program 2023-2024

LEADERSHIP ■ ■ ■

- *What is your program's mission/purpose? How well did you serve your mission/purpose this year? How do you know?*
- *Do you plan on any changes for next year? If so, how? Why? If not, how was the mission/purpose validated?*
- *What will be your program's theme and/or central message(s) to your staff relative to your mission/purpose next year? How were those determined?*
- *What is your accountability system for supporting your mission/purpose, goals, actions, and processes? In other words, who is responsible for each of your key actions and/or processes that support your mission/purpose?*
- *What are your key teams that support your mission, purpose, goals, actions, and processes? How is our mission determined?*

The purpose of the PCR-3 Program is to provide scholarships for eligible Platte County High School graduates through the Missouri A+ Program to receive up to 2 year tuition paid for post secondary education at a Missouri community college or trade/technical school.

The central theme to our stakeholders is that this opportunity is available to any student who is interested in a post-secondary experience related to careers or college. Educating students, staff, and parents on this program is a viable pathway to multiple opportunities.

Leadership Team: Bev Heartland (A+ Advisor), Dr. Aaron Duff, Mikyla Murphy, Mr. Kiel Glese, Michelle Howren, Matt Messick, Dr. Mandi Tolen and Geoff Heckman



CUSTOMER FOCUS ■ ■ ■

- *Who are our customers relative to this program? What are their needs? How were those determined?*
- *What are your focus areas in better serving their needs next year?*

The key customers of the A+ program are high school students, their parents, and the community. Other customers include high school, elementary, and middle school teachers and students that interact with the Peer Helping students. Missouri community colleges, trade and technical schools are post secondary education customers which students may attend with the scholarship.

We determine our customers' needs in a variety of ways: Student feedback, Parent feedback, State requirements and Annual Parent/Student Survey.

It is critical that all high school students and parents are communicated the details of the A+ Scholarship. It is also essential when a student enters the program that they are kept up to date in regard to their progress towards meeting the requirements of the program to attain and use the A+ Scholarship.

2023-24 Program Needs:

- Increase staff, student, and parent awareness of A+ requirements
- Integrate AVID instructor and Post Secondary Advisor into A+ program and processes
- Increased district staff understanding how to better utilize peer helpers

STRATEGIC PLANNING ■ ■ ■

- *How are our goals developed?*
- *What are our long-term goals?*
- *What are our short-term goals?*
- *What are your objectives to determine progress?*
- *Which CSIP strategies/actions are most related to the goals of this program?*
- *How does your budget align to your strategic plan?*

Current Goals:

- Complete enrollment/A+ Agreement signed by the end of 8th grade.
- Maintain student and parent communication in a variety of ways regarding requirements and status of student. This includes, but is not limited to emails, information provided on the PC District website, bulletin board, letters, and individual communication.



- Provide multiple ways for students to obtain hours of peer helping, which include peer helping course, before and after school peer helping, summer school peer helping, and other opportunities as they are presented.
- Continuing communication with community colleges, trade/technical schools is important to stay abreast of their opportunities for students and parents.

Long-Term Goals:

- Increase the percentage of students meeting all of the requirements of the A+ Program by the time they graduate from Platte County High School.
- Educate all district staff members regarding the A+ program.
- Work with AVID students and the Post Secondary Advisor to provide college and career goals for all students.

Objectives:

- Increase the percentage of high school parents who strongly agree or agree that they understand the requirements and benefits of the A+ Program
- Increase the percentage of high school students who indicate that they understand the requirements and benefits of the A+ Program
- Increase the percentage of graduates who have met the requirements to receive the A+ Scholarship funding.

CSIP Linkage:

C1-2.4 Create a systematic process that supports families in making college and career readiness choices and logistics (application, scholarships, etc.) that accompany those pursuits.

C-3 – The Platte County School District will improve internal and external stakeholder communication, involvement, and partnership.

WORKFORCE FOCUS ■ ■ ■

- *How do we determine what our staff needs?*
- *What are we doing to support our staff to achieve our goals?*

It is critical to communicate information and requirements of the A+ Scholarship to the high school counseling department, post secondary advisor and AVID instructor. They are responsible for working with students and parents to create four-year individual student planning to ensure they meet our graduation requirements. Continue to educate classroom teachers who utilize students as peer helpers to understand the role of a peer model in their classroom and the different ways that they can utilize their assistance.



The A+ coordinator and building leadership will continue to collaborate to build strategic communication plans to build awareness among students and parents. Additionally working with the counseling team to identify students and build opportunities to gain A+ hours. Participation in building professional development activities to educate PCHS staff and seeking additional opportunities to promote the program in other district buildings will be a focus for the following year.

PROCESS ■ ■ ■

- *What processes did you develop or improve this past year? How were those developed or improved?*
- *What processes will you need to develop or improve next year to support the achievement of your goals? How were those identified? How will those be developed or improved? What process/improvement actions did we focus on last year to improve this program?*
- *What processes/improvement actions will we focus on this year to improve our processes?*

During the 2023-24 school year, a team effort was made to educate parents about the requirements for students to complete before graduation to obtain the A+ scholarship. Our team worked with students to revisit and educate school year expectations and requirements to obtain the A+ Scholarship.

To keep students and parents informed about the progress towards meeting the program requirements, emails and/or letters are sent to Juniors and Seniors. Freshmen and Sophomores received emails reminding them of the requirements they need to meet. A+ Coordinator met individually with students as needed to update them on their progress and provided guidance to help students achieve their A+ goals. The A+ brochure provides easy access to necessary information about the A+ Program. Updated information is placed on the PCHS's counseling website and on each grade's Google Classroom. Expenses of graduation cords, new seal, office supplies, and promotion are funded through PCHS's student activity funds.



MEASUREMENT/ANALYSIS/KNOWLEDGE ■ ■ ■

- *How did you measure the progress of your Strategic Planning Goals?*
- *How did you measure progress in Leadership, Customer Focus, Workforce Focus, Process/Operations for this year?*
- *What knowledge did you gain for this year related to your continuous improvement?*
- *How did you analyze your data and knowledge? How do you plan on using the data and knowledge gained?*

Measures Used to Determine Progress/Success:

- Parent Survey Data
- Student Survey Data
- Student qualification rate
- Metropolitan Community College (MCC) A+ program utilization rate

In collaboration with PCHS building administrators and counselors they will analyze the results from perception and performance data to ensure action steps will address the identified opportunities for improvement. Based on the data analysis further staff and student education on the opportunities and benefits of A+ will be a focus as well as supporting students to qualify for the grant funds. Specifically we will support students who are not eligible due to attendance and create a plan for them to meet the criteria. With the introduction of EduClimber, PCHS will have the ability to identify and correct attendance before a student becomes ineligible.

A recent area of improvement for data collection and analysis is the reports we receive from MCC with our individual student participation data. PCHS has engaged MCC numerous times last spring and this fall to get current usage data and have not been able to respond. We will continue to reach out and request the data. If we are not able to get an update this spring, PCHS will explore other usage data available to us moving forward.



RESULTS ■ ■ ■

- *What are the results of your progress towards your Strategic Planning Goals?*
- *What are the results in the areas of Leadership, Customer Focus, Workforce Focus, Process/Operations for this year?*
- *What are the results from any SWOT Analysis or other Quality Tools you used from this past year?*
- *What are the results of our SWOT analysis for this year?*
- *How are we doing? How have we done over time? How have we done compared to others (if applicable)?*

Parent Survey Data

Percentage of high school parents who indicate that they <i>strongly agree</i> or <i>agree</i> that they understand the requirements and benefits of their child participating in the A+ Program.					
2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
75.72%	65.84%	67.62%	64.61%	67.46%	61%

Student Survey Data

Percentage of high school students who indicate they understand the requirements and benefits of participating in the A+ Program					
2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
73.8%	73.8%	78.57%	65.56%	71.63%	65%

Student Qualification Rate

Percentage of high school graduates who met the requirements of the A+ Program						
Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024
49.0%	42.0%	56.5%	51.5%	41.0%	45.0%	TBD



SWOT ANALYSIS

Strengths

- A+ brochure for easy access to information
- Communication with students and parents on progress towards meeting requirements in a variety of ways.
- Bulletin Board space created just for A+ with information for students and parents
- A student questionnaire is used to align peer helping choices and opportunities to their individual goals
- Google Classroom for current peer helper information and leadership study.
- Character Traits will be part of the 23-24 school year for peer helping expectations and leadership skills to be acquired.
- Alternatives to meeting the 50 hour peer helping requirement are available.
- Information sheet for teachers describing program has been created

Weaknesses

- A+ seal must be added to paper transcript, then scanned and entered in Parchment - We continue to work with Parchment on ways to resolve this
- Communication and A+ information on new transfers is not getting collected and entered in the SISK - Working with registrar and administrative assistant to create a reliable process
- Students and parents can not track their overall attendance - checking to see if this option is available.
- Students require more monitoring of check in and out time and possible traveling off campus.
- Students need to have time sheets checked several times during the semester

Opportunities

- More flexible peer helping situations allowed for a few remote students
- Increase communication at the middle school level
- A+ agreement included in electronic enrollment which increases number of students in program
- Reminders of attendance requirements are part of the attendance emails that are sent to parents.
- Select an outstanding peer helper each month to promote program
- Create poster with requirements and benefits of A+ Scholarship to place in each classroom
- Work with Post Secondary Advisor to reach more students on setting goals
- A+ Coordinator works with the Student Success Team to identify students who might drop out.
- Work with students enrolled in internship programs to acquire 12.5 peer helping hours of the 50 required
- Work with PCHS NCC students for enrollment in technical schools and accepting peer helping hours from Teaching Professions.

Threats

- Modified Block Scheduling does make it harder to work with other buildings and their schedules to match our time-teachers have been accommodating with schedules
- Pathfinder and Barry schools have limited opportunity of peer helpers due to distance and daily schedule
- Information on new students and transfer students not communicated effectively
- ACT and math EOC information provided in a timely manner
- Seniors waiting until their 2nd semester senior year to take peer helping may not meet 50 hours of peer helping - encourage seniors to take peer helping before 2nd semester senior year.
- Map and EOC testing at the elementary and middle schools does not allow peer helping during this time. Alternative opportunities are made to keep peer helpers on track.

