

25-27 HSS Eligibility Review Findings

Thank you for taking the time to discuss High School Success Eligibility Requirements with us. Below are the findings from our team.

For recipients who did not meet all eligibility requirements in Round 2, you will have one more opportunity to meet with us for review this fall (2026). If eligibility is not fully in place after three opportunities then a grantee will move into corrective action and a portion of their HSS funds will be directed to support meeting eligibility. We will be in touch to schedule next steps in late summer. Thank you!

Alesa SD 7J			
Eligibility Requirements			
Teacher Collaboration Around Data	Systems Ensuring On-Time Graduation	Practices to Reduce Chronic Absenteeism	Equitable Assignment to Advanced Coursework
<i>Fully in Place</i>	<i>Not Yet Fully in Place</i>	<i>Fully in Place</i>	<i>Fully in Place</i>

Review Date: March 18, 2026		
Eligibility Area	Notes	Action Steps
Teacher Collaboration Around Data	<ul style="list-style-type: none"> ● Met via data 	<ul style="list-style-type: none"> ● None
Systems Ensuring On-Time Graduation	<ul style="list-style-type: none"> ● The school shared how they used data on course credit attainment to revitalize their special education department and Title services; both of which are now better able to provide direct support and interventions to students. 	<ul style="list-style-type: none"> ● Demonstrate how the newly developed system (Synergy) allows for the district/school to document parent/caregiver involvement in: <ul style="list-style-type: none"> ○ tracking progress toward on-time graduation, ○ course selection, ○ and the creation/updating of the

		student's Education Plan and Profile.
Practices to Reduce Chronic Absenteeism	<ul style="list-style-type: none"> The school shared that they have monthly intervention meetings where student data is reviewed and needed support and interventions are identified and these are tracked for effectiveness. 	<ul style="list-style-type: none"> None
Equitable Assignment to Advanced Coursework	<ul style="list-style-type: none"> The school shared that they are working on adjustments to the master schedule that would allow their teaching staff more opportunities to teach advanced courses. 	<ul style="list-style-type: none"> None

Review Date:		
Eligibility Area	Notes	Action Steps
Teacher Collaboration Around Data	<ul style="list-style-type: none"> Met via data 	<ul style="list-style-type: none"> None
Systems Ensuring On-Time Graduation	<ul style="list-style-type: none"> School data review led to the creation of a Math Support class for students. Students have a variety of opportunities to explore potential career and post-secondary options through YouScience and site visits. 	<ul style="list-style-type: none"> Demonstrate evidence of a system where school staff ensure students who are emerging bilinguals, as well as those who are a part of other focal populations, are enrolled in appropriate credit-bearing courses that meet graduation requirements. Demonstrate evidence of a system for the district or school to document parent/caregiver involvement in: <ul style="list-style-type: none"> tracking progress toward on-time graduation, course selection, and the creation/updating of the student's Education Plan and Profile.

		<ul style="list-style-type: none"> ● Demonstrate evidence of a plan to improve outreach to families/caregivers to increase involvement for students whose support systems have not yet engaged. ● Demonstrate evidence of a system to regularly review on-track status for focal student populations, to identify patterns or trends in course or subject area pass rates and requirements for meeting essential skills.
Practices to Reduce Chronic Absenteeism	<ul style="list-style-type: none"> ● The Superintendent has created multiple opportunities for students, families and community members to engage with the school including the new Superintendent’s Advisory team and conducting casual meet and greet experiences in the community. 	<ul style="list-style-type: none"> ● Demonstrate evidence of a system for staff to conduct analysis of attendance data to identify patterns across student focal groups to flag potential system barriers. ● Demonstrate evidence of a system where staff review implementation of attendance supports for effectiveness and make adjustments as needed.
Equitable Assignment to Advanced Coursework	<ul style="list-style-type: none"> ● Students have the ability to take advanced coursework both at the school as well as through the local community college. 	<ul style="list-style-type: none"> ● Demonstrate evidence of a system where families and caregivers, students, counselors, and other school staff are collectively involved and given a voice in decisions about advanced and dual credit coursetaking and where benefits of taking advanced courses are included in the conversation.