# Eligibility Requirement Overview

The eligibility requirement portion of the High School Success plan targets features required by law. Several required features serve these goals in the High School Success effort, as do the three programmatic areas well known to most local staff involved in plan development. As listed in ORS 327.883 section 2(b), A through D, districts must:

- "Provide sufficient time for teachers and staff of students in grade 9 to review data on students' grades, absences and discipline by school and by course and to develop strategies to ensure at-risk students stay on track to graduate;
- Implement district-wide evidence-based practices for reducing chronic absenteeism in grades 9 through 12;

- Assign high school students to advanced and dual-credit courses based on academic qualifications in order to avoid bias in course assignments; and
- Implement systems to ensure that high school students, including English Language Learners, are taking courses required for on-time graduation...

The rubric goes on to address the data needed to support teacher meetings and to better inform the "*district needs assessment and an explanation of how the establishment or expansion of career and technical education programs, college-level educational opportunities or dropout-prevention strategies addresses those needs*" required by ORS 327.883 section 2(a)(A).

While many may view the High School Success effort as focused on career and technical education, dropout prevention and, to a lesser extent, college-level opportunities, the law has a number of required elements that broaden the scope and justify the High School Success moniker. These required elements are foundational to the work of High School Success. The law's official title, *The High School Graduation and College and Career Readiness Act of 2017*, correctly implies the goals of the law. These goals are "improve students' progress toward graduation beginning with grade 9, increase the graduation rates of high schools and improve high school graduates' readiness for college or career."

## For additional information, contact:

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**Rubric Key:**

In order for a school or district to have eligibility requirements "fully in place" they must:

Land in the "Practicing Column" for: all indictors highlighted in **orange with an asterisks**, two of the indicators highlighted in **pink**, and one of the indicators highlighted in **green**.

For districts with multiple high schools (alternative schools and online schools included): All schools must meet this criteria in order for the district to have eligibility requirements fully in place. This includes districts working in consortium.

| Eligibility Requirement Indicator | Typical Response Scale | | | |
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| | Not Yet | Emerging | Practicing | Embedded |
| **Teacher Collaboration:** * 1. Our district or charter school provides sufficient time for teachers and staff of students in grade 9 to review data on students' grades, absences and discipline by school and by course and to develop strategies to ensure at-risk students stay on track to graduate. | Teachers are not meeting to review these data and to develop strategies to improve ninth grade on-track for on time graduation. | Teachers meet on an infrequent or irregular basis to discuss the needs of students at risk of falling off-track for on time graduation. The meetings may not include all teachers or teachers may be inconsistent in their attendance. Some needed data may be unavailable but under development. | Meetings are held on a regular, frequent schedule (best practice is biweekly) to discuss appropriate and available data that address students at-risk of failing to earn sufficient credits to remain on-track toward graduation. | This aspect of eligibility is fully in place with teachers meeting frequently to review and discuss appropriate data identifying students off-track for on time graduation and identifying approaches to overcome these challenges. Teacher teams have structures and protocols to improve the performance of all students not just those at risk of not graduating. Staff conducts appropriate evaluation of the effectiveness of this effort and its impact on student progress toward graduation. |
| **Teacher Collaboration:** * 2. How frequently do these meetings occur? | We are not holding regular meetings to address 9th grade on-track and to keep students moving forward. | **Semi-annually** or **Annually**—Meetings scheduled this infrequently will not have the desired impact. | **Monthly** or **Quarterly—This** schedule will likely result in students continuing to fall behind on credit acquisition and delay graduation for some students. | **Weekly** or **Every other week**—This meets best practice and can effectively address the needs of students at-risk of not graduating on time. |

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| | Not Yet | Emerging | Practicing | Embedded |
| **Teacher Collaboration: \*** 3. Teacher collaboration meetings are conducted in ways that change outcomes for students (both individuals and groups). | No collaboration meetings are conducted or they are conducted on an irregular schedule or are not well attended by staff. | Staff meet to collaborate on a regular basis. Those in attendance make few decisions at these meetings or do not follow up on these decisions to ensure implementation. | Staff meet on a regular basis to collaborate and make decisions to support the needs of students at risk of failing to graduate in four years. Responses and problem solutions target individual students. Systems currently in place are used to address student needs as they are identified. | Meetings are conducted on a regular basis. The right people are in the room to identify students needing assistance and to identify supports for individual students. Additionally, students in need of programmatic (as opposed to individual) supports are properly identified and matched to these programs. As necessary, programs are developed and implemented to meet the needs of groups of students at-risk of falling off track toward graduation. |
| **On-Time Graduation: \*** 1. Our district or charter school has implemented systems to ensure that high school students, including English Language Learners, are taking courses required for on-time graduation. | Student scheduling is largely the responsibility of the student in concert with parents or other personal advisors. | Students are counseled on the importance of selecting and successfully completing courses that will lead to on time graduation. | Transcript reviews are conducted with each student annually to ensure courses selected and completed will lead to on time graduation. | A committed professional works with the student to ensure course selection and course completion align to the student's education plan and education profile. This includes frequent check-ins and transcript reviews to confirm the student is accumulating needed credits ensuring on time graduation. |

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| Eligibility Requirement Indicator | Typical Response Scale | | | |
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| **On-Time Graduation: ***<br>2. Efforts are made in partnership with families (through parent engagement and collaboration and frequent communication as warranted) to support on-track progress toward graduation. | The school provides parents documents outlining graduation requirements. | School staff counsels parents at a ninth grade orientation or similar event on the importance of course selection and completion. | The school provides all information necessary for effective course selection and encourages family engagement in the development of the student's education plan and education profile including the planning of course selection and scheduling to meet students' goals. | Counseling sessions supporting course selection and encouraging course completion include parents at least annually and offer guidance on course selection and supports toward course completion. The student's education plan and education profile are a central element of this counseling and is modified as a result of input from the student and family at least annually to help students achieve their goals. |
| **On-Time Graduation: ***<br>3. Our school district or charter school has a system or process in place (beginning with 8th grade students, at a minimum) for reviewing attendance, grades, credit accumulation and disciplinary referrals to identify students at risk of dropping out of high school within four years. | There is no system in place for reviewing attendance, grades, credit accumulation and disciplinary referrals to identify students at risk of dropping out of high school within four years. | Data are collected describing attendance, grades, credit accumulation and disciplinary referrals for each student. These data are occasionally reviewed when a problem with a specific student is detected through other means. | Data are collected describing attendance, grades, credit accumulation and disciplinary referrals for each student. These data are used as an element of teacher collaborative meetings where students at risk of not graduating on time are identified and appropriate supports or interventions are identified targeting identified students. | Data are collected describing attendance, grades, credit accumulation and disciplinary referrals for each student. These data are central to teacher collaborative meetings where students at risk of not graduating on time are identified. The meetings include development and application of supports and interventions for individual student but also identify systemic barriers to success for groups of students for whom challenges are not personal or individual but rather systemic issues. |

*The High School Success*
*Eligibility Requirement Rubric*
August 2020

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| **On-Time Graduation: \*** 4. Additional academic and social supports are in place for students (beginning in the summer after grade 8, at a minimum) who are at risk of dropping out to ensure they are on track to graduate by the time they enroll in grade 10, and remain on track to graduate. | There is no system in place to provide additional academic supports for students identified as at risk of dropping out to address academic challenges. | Staff have begun initial work on a system to provide additional academic supports for students identified as at risk of dropping out to address academic challenges but few students have access to these services. | Students have regular access to a fixed set of academic supports provided to all students identified as at risk of dropping out. The system provides for the needs of most students referred for these services. | All students identified as at risk of dropping out are referred to and benefit from a system of supports tailored to the needs of the individual student. Review of the effectiveness of the system has helped us to identify and correct problems and provides a continuous feedback loop for ongoing improvements. |
| **On-Time Graduation:** 5. Students identified as at-risk of dropping out have access to engaging summer learning opportunities. | There is no system in place to provide summer learning opportunities for students identified as at risk of dropping out to address academic challenges. | Staff have begun initial work on a system to provide summer learning opportunities for students identified as at risk of dropping out to address academic challenges but few students have access to these services. | Students have regular access to a fixed set of summer learning opportunities provided to all students identified as at risk of dropping out. The system provides for the needs of most students referred for these services. | All students identified as at risk of dropping out are referred to and benefit from a system of summer learning opportunities as appropriate and that are tailored to the needs and interests of the individual student. Review of the effectiveness of the system has helped us to identify and correct problems and provides a continuous feedback loop for ongoing improvements. |
| **On-Time Graduation:** 6. Students identified as at-risk of dropping out have access to additional instructional time such as tutoring or small-group instruction whether outside or during school hours. | There is no system in place to provide at-risk students additional instructional time to address academic challenges. | Staff have begun initial work on a system to provide additional instructional time for students identified as at risk of dropping out to address academic challenges but few students have access to these services. | Students have regular access to additional instructional time provided to all students identified as at risk of dropping out. The system provides for the needs of most students referred for these services. | All students identified as at risk of dropping out are referred to and benefit from additional instructional time tailored to the needs and interests of the individual student. Review of the effectiveness of the system has help us to identify and correct problems and provides a continuous feedback loop for ongoing improvements. |

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| **On-Time Graduation:** 7. Students identified as at-risk of dropping out have access to counseling and coaching supports to receive early exposure to career development and post-secondary education opportunities. | There is no system in place to provide counseling and coaching supports related to post-secondary opportunities for students identified as at risk of dropping out to address academic challenges. | Staff have begun initial work on a system to provide counseling and coaching supports related to post-secondary opportunities for students identified as at risk of dropping to highlight students' strengths and interests. | Students have regular access to counseling and coaching supports related to post-secondary opportunities provided to all students identified as at risk of dropping out. The system provides for the strengths, needs, and interests of most students referred for these services. | All students identified as at risk of dropping out benefit from counseling and coaching supports related to post-secondary opportunities tailored to the, strengths, needs, and interests of the individual student. Review of the effectiveness of the system has helped us to identify and correct problems and provides a continuous feedback loop for ongoing improvements. |
| **Reducing Chronic Absenteeism:\*** 1. Our school district has implemented district-wide evidence-based practices for reducing chronic absenteeism in grades 9 through 12. | There is no system in place for identifying or intervening with students who are chronically absent. | Students who meet the criteria the district has defined as chronically absent are identified and administrative staff intervene with behavior modification efforts designed to provide incentives for attendance. | Students who meet the criteria the district has defined as chronically absent are identified. Staff work to determine barriers and needed opportunities to improve the individual student's attendance and to provide needed supports tailored to the student's needs. A review of school instructional practices and offerings is conducted and incorporated into school improvement plans. | Students who meet the criteria the district has defined as chronically absent are identified. Staff work to determine barriers and needed opportunities to improve the individual student's attendance and work to provide needed supports tailored to the student's needs. The effectiveness of these supports is monitored and evaluated in concert with the student and the student's personal support system including family members. Where needed, the system is adjusted to accommodate the individual student and to ensure improved attendance and academic performance. An ongoing review of school instructional practices and offerings is conducted and incorporated into school improvement plans |

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| **Equitable Assignment to Advanced Courses:*** <br> 1. Our school district or charter school has systems in place to ensure all students are prepared and able to participate in college level courses that match their interests and strengths while in high school. | Students are allowed to select courses without regard to their planned future and preparation for advanced coursework is undirected. | Staff have begun to counsel high school students in course selection leading toward advanced coursework. Some students arrive at high school short credits needed in specific course sequences and are unable to meet requirements for placement. | Students are counseled from 7th grade through high school to strive for advanced coursework where appropriate. Courses preparatory to advanced coursework are available and can be scheduled to accommodate individuals who may not have prerequisite experiences in place. Tutoring and/or out of school support is available to support student success in advanced courses. | Students are counseled from 7th grade through high school to strive for advanced coursework where appropriate. Courses preparatory to advanced coursework are available and can be scheduled to accommodate individuals who may not have prerequisite experiences in place. Administrators, teachers, and students believe that advanced coursework is appropriate and should be available for all students who are interested in pursuing a challenging curriculum. Systems are in place for reviewing student coursework beginning early in middle school to ensure coursetaking aligns to interests and goals declared in the student's education plan and education profile. Scheduling and course offerings are adjusted to the extent possible to ensure students have access to needed courses as they progress toward graduation. |

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| **Equitable Assignment to Advanced Courses:** 2. Students in our district or charter school have access to advanced and dual credit courses based on multiple measures of academic qualifications in order to avoid bias in course assignments. This is done without regard to student background or demographic characteristics. | Students register for and take courses based on criteria that are personal and that may be unclear to staff. Students are encouraged to register for courses that align with past performance in coursework and expectations from staff, parents, and students. | Staff publicly support a vision for all students engaging in challenging, rigorous coursework that press students beyond the student's vision for their capacity or personal expectations. | Students complete and continuously monitor and adjust their education plan and profile and are encouraged by staff to set high goals and to expect to achieve these goals. Coursetaking is aligned to these goals and accommodations are made where necessary to ensure students have access to necessary coursework. | Students complete and continuously monitor and adjust their education plan and education profile with guidance and involvement of parents, school staff, and community partners as appropriate. Students are encouraged by everyone in their support system to set high goals and to expect to achieve these goals. Coursetaking is aligned to these goals and accommodations are made where necessary to ensure students have access to necessary coursework. Staff envision success for all students beyond stereotyped expectations based on demographic groups or associations. |

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| **Equitable Assignment to Advanced Courses:** 3. Placement decisions for advanced coursework are made by students in concert with school counselors, parents, and teachers and without consideration of the individual student's non-academic attributes. | Students register for and take courses based on criteria that are personal and that may be unclear to staff. Students are encouraged to register for courses that align with past performance in coursework and expectations from staff, parents, and students. | Staff work to engage the student and the members of that student's support group in developing and pursuing a vision for engaging the student in challenging, rigorous coursework that presses the student beyond the their vision for their capacity or personal expectations. | Students complete and continuously monitor and adjust their education plan and education profile and are encouraged by staff to set high goals and to expect to achieve these goals. Everyone involved in decision-making with the student is encouraged to envision an outcome and pattern of success that will prepare the student for their expressed goals. Coursetaking is aligned to these goals and accommodations are made where necessary to ensure students have access to necessary coursework. Factors extraneous to the goals the student has set which may be seen as limiting the student's potential are not considered in counselling the student as they prepare to meet their goals. | Students work with members of their support system intimately familiar with the student's interests, desires, and goals to complete and continuously monitor and adjust their education plan and education profile. Students are encouraged by everyone in their support system to set high goals and to expect to achieve these goals. Coursetaking is aligned to these goals and accommodations are made where necessary to ensure students have access to necessary coursework. Staff envision success for all students beyond stereotyped expectations based on demographic groups or associations. Factors extraneous to the goals the student has set which may be seen as limiting the student's potential are not considered in counselling the student as they prepare to meet their goals. |

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| **Equitable Assignment to Advanced Courses:\*** 4. All students have the opportunity to earn college credits while in high school regardless of the school they attend. | College credits are not available to students in our high school(s) or students must arrange for these credits independently of the high school staff. | Students have access to college credit through an agreement with a nearby community college. Course offerings are limited by a narrow agreement with the community college. | Students have access to college credit through Advanced Placement (AP) or International Baccalaureate (IB) courses or through an agreement with one or more community colleges or universities. Online courses are also available as needed to meet the needs of students as identified within individual students' education plans and profiles. | Students are expected to enroll in and complete college courses aligned to their planned post-secondary trajectory. Students have access to a broad range of courses from across a range of course providers including AP, IB, community colleges, universities, and online sources. Staff at each high school work to find suitable courses for students as their interests and future goals are matched to their academic development. |
| **Equitable Assignment to Advanced Courses:** 5. Our district or charter school ensures that all students who want to register for college-level credit have the opportunity (no barriers including space availability, scheduling, staffing, etc.). | Students occasionally or frequently face barriers to enrollment in college-level credit because of scheduling conflicts, course unavailability, course overcrowding, limited staffing or course sessions or other factors beyond the control of the student. | Students face some barriers but efforts have been made to overcome the most easily addressed. Attempts have been made to overcome issues with scheduling and availability of courses. Some barriers less easily controlled including availability of instructional staff or class size remain. | Most barriers to access have been eliminated through scheduling and staffing where possible and through arrangements for outside services where necessary. The district has established memoranda of understanding (MOUs) with community colleges, universities, and online providers anticipating student needs as reflected in students' education plans and education profiles to the extent possible. | All barriers to student access to college credit identified within students' education plans and education profiles have been fully addressed providing access to a full range of instruction targeted to identified interests and needs. The district has established partnership arrangements with community colleges, universities, and online providers anticipating student needs as identified by a thorough review of information contained in students' education plans and education profiles. Ongoing evaluation of the partnership arrangements and course offerings is conducted and systems modified as necessary to meet students' continuing needs. |

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