



High School Success Rubric 2.0 Toolkit

This High School Success Rubric Toolkit is intended to help support grantees to meet the eligibility requirements of the [HSS Rubric 2.0](#). This toolkit includes various optional resources that grantees can decide to use, modify, or use as a starting point if they choose. It will be updated periodically.

**If you have something you'd like to have potentially added to the toolkit, please connect with your regional support team.*

Eligibility Requirement Indicator	Resource Description	Resource type	Resource
<p>Teacher Collaboration Indicator: 1</p> <p>The Ninth Grade On-Track Team is made up of staff and teachers with academic and personal knowledge of the students they are supporting.</p>	<p>Example of a 9th grade on-track framework that could be used. Provides examples of protocols, team roles, and suggested guidance</p>	<p>Guide</p>	<p>Freshman Success Framework</p>
	<p>9th grade success team examples, roles, and structure systematizing of schedule within contract time. This also includes a systematic way for students to get academic support during the school day (SET block)</p>	<p>Sample/Slide Deck</p>	<p>South Salem HS 9th Grade Success Team</p>
	<p>Sample meeting agenda</p>	<p>Guide/Template</p>	<p>Success Team Meeting Agenda Template</p>

Eligibility Requirement Indicator	Resource Description	Resource type	Resource
<p>Teacher Collaboration Indicator: 2</p> <p>Ninth Grade On-Track Teams meet regularly to review student data (including important anecdotal information), make support decisions, and track the effectiveness of student supports. Meetings are conducted using a protocol in order to increase the effectiveness of the time spent so that all ninth graders can be supported.</p>	<p>Protocol to describe, interpret, implicate, and reflect on student data during 9th grade on-track team meetings</p>	<p>Guide</p>	<p>Atlas: Looking as Data</p>
	<p>Sample meeting agenda</p>	<p>Guide/Template</p>	<p>Success Team Meeting Agenda Template</p>
	<p>9th grade success team examples, roles, and structure systematizing of schedule within contract time. This also includes a systematic way for students to get academic support during the school day (SET block)</p>	<p>Sample/Slide Deck</p>	<p>South Salem HS 9th Grade Success Team</p>
	<p>Student intervention plan/template for 9th grade on-track teams</p>	<p>Sample/Template</p>	<p>Student Success Intervention Plan</p>
	<p>A collaborative tracking system to record and follow up on interventions and support measures provided to students, ensuring that all necessary actions</p>	<p>Sample/Template</p>	<p>Academic Tracker Sample</p>

Eligibility Requirement Indicator	Resource Description	Resource type	Resource
	are documented and completed. (Small school example)		
	A collaborative tracking system to record and follow up on interventions and support measures provided to students, ensuring that all necessary actions are documented and completed. (Small to mid school example)	Sample/Template	Student Success Intervention Tracker Sample
	A collaborative tracking system to record and follow up on interventions and support measures provided to students, ensuring that all necessary actions are documented and completed. (Large school example)	Sample/Template	North Medford 9th Grade On-Track Tracker
Teacher Collaboration Indicator: 3	9th grade on-track key data points around Behavior, Attendance, and Grades	Sample document to share with individual students	BAG Report
Ninth Grade On-Track Teams meet	A collaborative	Sample/Template	Academic Tracker

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<p>regularly to review student data (including important anecdotal information), make support decisions, and track the effectiveness of student supports. Meetings are conducted using a protocol in order to increase the effectiveness of the time spent so that all ninth graders can be supported.</p>	<p>tracking system to record and follow up on interventions and support measures provided to students, ensuring that all necessary actions are documented and completed. (Small school example)</p>		<p>Sample</p>
	<p>A collaborative tracking system to record and follow up on interventions and support measures provided to students, ensuring necessary actions are in place. (Small to mid school example)</p>	<p>Sample/Template</p>	<p>Student Success Intervention Tracker Sample</p>
	<p>A collaborative tracking system to record and follow up on interventions and support measures provided to students, ensuring that all necessary actions are documented and completed. (Large school example)</p>	<p>Sample/Template</p>	<p>North Medford 9th Grade On-Track Tracker</p>

Eligibility Requirement Indicator	Resource Description	Resource type	Resource
	Sample meeting agenda	Guide/Template	Success Team Meeting Agenda Template
	Student intervention plan/template for 9th grade on-track teams	Sample/Template	Student Success Intervention Plan
	9th grade success team examples, roles, and structure systematizing of schedule within contract time. This also includes a systematic way for students to get academic support during the school day (SET block)	Sample/Slide Deck	South Salem HS 9th Grade Success Team
	A sample template of how to track data points for interventions	Template	Tracking Interventions
	9th grade on-track questions, templates, and components to help districts create empathy interviews with local context	Sample	Tool 2: Student Empathy Interviews 9th Grade on Track
	Empathy interviews, including guidelines that help ensure	Sample	Empathy Interviews

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	that the diverse lived experiences of people are centered in decisions and actions		
Other Resources to Support Teacher Collaboration			
Teacher Collaboration Resources	Role descriptions for 9th Grade Success Team Lead, Teacher, and On-Track Coordinator. Contains position overview, duty/responsibility, and preferred characteristics	Guide	Sample Job Descriptions for Success Team Leads and Members
	A guide on planning elements for things to discuss at meetings, events to host with families, and other ways to support students to remain on-track in 9th grade	Guide	Freshman Academy Team Planning Considerations
	Repository of examples of how to map out protocols and happenings throughout year to reach 9th graders	Guide	Ideas for Engaging Students to Stay on Track
Systems Ensuring On-Time	Checklist of things to consider when scheduling	Large School Sample	Strategic Scheduling Checklist

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<p>Graduation Indicator: 4</p> <p>Our district or charter school has implemented systems to ensure high school students, including emerging bilinguals, are taking courses required for on-time graduation.</p>	<p>students, assigning teachers and things to consider when creating a master schedule to reduce barriers to students graduating on time</p>		
	<p>Lesson plans about what it means to be on-track</p>	<p>Lesson Plan/Slide Deck</p>	<p>On-Track Unit Plan</p>
	<p>Step-by-step process used to ensure all students and families are encouraged to take courses connecting their interests and help them stay on-track to graduate</p>	<p>Sample</p>	<p>Systemic Conversations about Course Scheduling/Enrollment and Advanced Coursework</p>
<p>Systems Ensuring On-Time Graduation Indicator: 5</p> <p>Efforts are made in partnership with families/ caregivers (through engagement, collaboration and frequent communication as warranted) to support on-track</p>	<p>Step-by-step process used to ensure all students and families are encouraged to take courses that connect to their interests and help them stay on-track to graduate</p>	<p>Sample</p>	<p>Systemic Conversations about Course Scheduling/ Enrollment and Advanced Coursework</p>

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student progress toward graduation.			
<p>Systems Ensuring On-Time Graduation Indicator: 6</p> <p>There is a system in place to review school/district policies and procedures to identify potential barriers to on-time graduation.</p>	Process for initiating regular review of students on-track status with differentiated levels of staff, counselor, parent involvement	Sample	Silvies River Charter SSP Program Guidelines
	Advisory topics of discussion, with a focus on future planning	Sample	Supporting Future Planning for Students
<p>Reducing Chronic Absenteeism Indicator: 10</p> <p>Systems are in place to monitor and identify root causes of absenteeism among the student body, especially focal populations.</p>	District, school-level self-assessments to deepen their understanding of root causes of absenteeism	Self Assessment	Attendance Works Self-Assessments
	TAPP specific adaptation of district/ school-level self assessments to gain a deeper understanding of what is and could be happening to improve attendance at a school or district	Self Assessment	TAPP Promising Practices Self Assessment

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	Student survey related to attendance barriers, student experience, and support	Sample	Attendance Survey: Understanding Chronic Absenteeism
<p>Reducing Chronic Absenteeism Indicator: 11</p> <p>Staff work with students and families/ caregivers to remove barriers and provide support to increase attendance.</p>	Tiered support worksheet for designing attendance supports	Guide	3 Tiers of Intervention - Attendance Works
	Student attendance success plan worksheet and calendar	Sample	Attendance Success Plan
	Student survey related to attendance barriers, student experience, and support	Sample	Attendance Survey: Understanding Chronic Absenteeism
	Student attendance data analysis worksheet for staff	Sample	Teacher Attendance Strategy Worksheet
	A comprehensive tool for attendance data analysis	Guide	Diagnostic Tool for Addressing the Root of Chronic Absenteeism
<p>Reducing Chronic Absenteeism Indicator: 12</p>	Beginning of the school year, attendance specific, welcome letter from the principal	Sample	Attendance Works Principal Letter

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<p>Staff work with students and families/ caregivers to remove barriers and provide support to increase attendance.</p>	<p>or civic leaders</p>		
	<p>A comprehensive tool for attendance systems and data analysis</p>	<p>Guide</p>	<p>Diagnostic Tool for Addressing the Root Causes of Chronic Absenteeism</p>
	<p>9th grade on-track empathy interview questions, templates and components to help districts create empathy interviews with local context</p>	<p>Sample</p>	<p>Tool 2: Student Empathy Interviews 9th Grade on Track</p>
	<p>Empathy interviews to improve attendance that help ensure that the diverse lived experiences of people are centered in decisions and actions.</p>	<p>Sample</p>	<p>Empathy Interviews</p>
	<p>Cluster 2 meets “culturally sustaining pedagogies and practices professional development</p>	<p>Professional Development</p>	<p>Engaging Equity: Equitable Mindsets, Practices, and Systems - Learning Opportunity for Schools and Districts</p>
<p>Other Resources to Support Reducing Chronic Absenteeism</p>			
<p>Reducing Chronic Absenteeism Resources</p>	<p>Letter to families educating about the impact of extended</p>	<p>Sample</p>	<p>Attendance Works Thanksgiving Break Letter (English)</p>

Eligibility Requirement Indicator	Resource Description	Resource type	Resource
	holiday breaks		Attendance Works Thanksgiving Break Letter (Spanish)
	Letter to families encouraging them to not take extended winter breaks	Sample	Attendance Works Winter Break Letter (English) Attendance Works Winter Break Letter (Spanish)
	Attendance-related health information for families	Sample	Attendance Works Middle/High Attendance Handout
	Tools for student and family communication as it relates to attendance	Guide	Showing Up Matters for R.E.A.L.
Equitable Assignment to Advanced Courses Indicator: 13 The school district or charter school has systems in place to ensure all students are prepared for and have the opportunity to earn	Advanced Credit tracking sheet for students and counselors	Sample	Early College Credit Tracking
	Lays out school specific requirements for taking advanced courses, as well as the consequences of grades of a “C” or below	Sample	Early College Permission Form
	This article provides	Guide	5 Questions to Ask

Eligibility Requirement Indicator	Resource Description	Resource type	Resource
<p>college credits through advanced and/or dual credit coursework, including CTE dual credit courses, that match their interests and strengths regardless of the high school they attend.</p>	<p>suggestions on how to reach out to students and families offering supports and benefits of taking advanced courses</p>		<p>When Examining Policies for Advanced Courses</p>
	<p>Advisory topics of discussion, with a focus on future planning and advanced courses, including dual credit CTE courses</p>	<p>Sample</p>	<p>Supporting Future Planning for Students</p>
	<p>Step-by-step process used to ensure all students and families are encouraged to take advanced courses</p>	<p>Sample</p>	<p>Systemic Conversations about Course Scheduling/ Enrollment and Advanced Coursework</p>
<p>Equitable Assignment to Advanced Courses Indicator: 14</p> <p>Efforts are made in partnership with students, families/caregivers (through engagement, collaboration and frequent communication as warranted) and</p>	<p>Dual credit parent letter</p>	<p>Sample</p>	<p>Dual Credit Dual Credit Guardian Letter (English)</p>
	<p>Step-by-step process used to ensure all students and families are encouraged to take advanced courses</p>	<p>Sample</p>	<p>Systemic Conversations about Course Scheduling/ Enrollment and Advanced Coursework</p>
	<p>Enrollment letter to parents informing them of the advanced courses their student is taking and the</p>	<p>Sample</p>	<p>College Credit Enrollment Letter</p>

Eligibility Requirement Indicator	Resource Description	Resource type	Resource
<p>school staff to find support for placement into advanced and dual credit coursework.</p>	<p>process, deadlines, and possible consequences of not passing with a “C” or better</p>		
<p>Equitable Assignment to Advanced Courses Indicator: 15</p> <p>The district or charter school works to ensure that advanced and dual credit course enrollment proportionately reflects the student body through the use of multiple data sources, and actively recruits underrepresented focal students into these courses. The district or charter school reviews data to work towards all students having equitable access to experienced and appropriately licensed teachers.</p>	<p>Step-by-step process used to ensure all students and families are encouraged to take advanced courses</p>	<p>Sample</p>	<p>Systemic Conversations about Course Scheduling/ Enrollment and Advanced Coursework</p>
<p>Equitable Assignment to</p>	<p>Advisory topics of discussion, with a focus on future</p>	<p>Sample</p>	<p>Supporting Future Planning for Students</p>

Eligibility Requirement Indicator	Resource Description	Resource type	Resource
<p>Advanced Courses Indicator: 16</p> <p>The district or charter school works to create a positive and welcoming culture within their advanced course system.</p>	<p>planning and advanced courses, including dual credit CTE courses</p>		
	<p>Step-by-step process used to ensure all students and families are encouraged to take advanced courses</p>	<p>Sample</p>	<p>Systemic Conversations about Course Scheduling/ Enrollment and Advanced Coursework</p>
<p>Other Resources to Support Equitable Assignment to Advanced Courses</p>			
<p>Equitable Assignment to Advanced Courses Resource</p>	<p>A district-specific FAQ</p>	<p>Sample</p>	<p>Early College Credit Q and A</p>