



HIGH SCHOOL SUCCESS ELIGIBILITY RUBRIC 2.0

UPDATED JULY 2023

The High School Success Eligibility Requirements ([ORS 327.883](#) section 2(b), A through D) are focused on systems that support equity in every high school across the state. These requirements ensure that base-level systems that support students' ability to access learning and opportunities that improve progress towards graduation and readiness for college or career are fully in place. The requirements outlined in the rubric are intended to be ongoing and part of the larger integrated framework of support and monitoring through the Office of Education Innovation and Improvement outlined in detail in: "[Aligning for Student Success: Integrated Guidance for Six ODE Initiatives.](#)"

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

The rubric is a tool for HSS grantee self-assessment and is used by ODE to determine if these systems are in place. The rubric has been and will continue to be an essential tool to support High School Success planning and execution. This is the second update to the rubric. The rubric is updated to align with the integration of other programs, new insights from program implementation, and grantee and community partner feedback.

The requirements outlined below must be fully in place in all of an applicant’s sites that serve high school students (and 8th graders, where specifically identified in the requirement) by the fall of 2025-2026 school year. This includes high schools, combined schools, virtual schools, charter schools, programs, CTE sites, and all other educational settings served by the applicant.

Eligibility Requirement Indicator	Requirements to Meet	Taking it Further
<p>Teacher Collaboration:</p> <p>1. 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>	<ul style="list-style-type: none"> ▪ The Ninth Grade On-Track Team is made up of all core teachers of ninth grade students. Core teachers are any teacher that teaches ninth graders in core content subjects (Math, Language Arts, Science, Social Science). ▪ Other staff (not part of the core team named above) that are connected to supporting ninth graders (including instructional assistants, counselors, elective teachers, TOSAs/coaches, deans, administration, SPED staff, ELD support etc.) have access to the agendas, data (where appropriate) and student support tracking sheets in order to provide input as well as to increase collaboration across the school system. 	<p>The Ninth Grade On-Track team includes staff that have established relationships with ninth graders, especially those from focal populations. The team has close connections with community partners that support students as well as families in order to better coordinate the spectrum of support available and needed for students.</p>
<p>Teacher Collaboration:</p> <p>2. 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>	<ul style="list-style-type: none"> ▪ The core Ninth Grade On-Track Team meets at least monthly. ▪ Staff that are not core ninth grade teachers that support ninth graders join Ninth Grade On-Track meetings at least quarterly. ▪ Available eighth grade data for incoming ninth graders is reviewed by the team within two months of the start of the school year, in order to more proactively support students’ transitions to ninth grade. ▪ Ninth Grade On-Track Meetings are conducted using a protocol. That protocol includes the following: <ul style="list-style-type: none"> ▪ Use of meeting agendas to capture notes and important hyperlinks to student data, student support tracking sheets, and protocols ▪ Use of an equity lens ▪ Identified Team Lead ▪ Goals that guide the work ▪ Rules for effective use of time ▪ Data analysis process ▪ Mechanism that allows for equal participation of meeting participants ▪ System of two-way communication for any staff not part of the core team that may be connected to supports students are receiving or need <p>Accommodations for Corrections/Detention Programs:</p> <ul style="list-style-type: none"> ▪ There is not a need for a formal meeting structure and protocol in schools where there is only one teacher. However, they should ensure that data are reviewed as described above. 	<p>Ninth Grade On-Track Teams meet weekly with support staff attending more than quarterly. Team meetings are positive, strength-based and operate with a shared vision that all students can and will succeed in the school. The team also operates within a shared leadership model where teachers and staff have agency to make decisions in order to more proactively support students.</p>

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<p>Teacher Collaboration:</p> <p>3. Ninth Grade On-Track meetings are both proactive and reactive in supporting student needs. Student supports that are put in place as a result of these meetings are systemic, and can be individualized based on student voice, timely student data, and the various strengths of the staff.</p>	<ul style="list-style-type: none"> ▪ The student data (grades, attendance, behavior, student empathy interviews, other anecdotal information from staff with established student relationships) that the team has access to are timely so that support decisions can be made in a proactive manner. ▪ The data review process supports decisions made by the team around instructional practices and grading. ▪ The team reviews and identifies patterns across focal student populations to identify systems that marginalize these identities and adjusts classroom instruction and practices to address the disproportionalities identified in data. ▪ Student supports available to put in place as a result of these meetings include supports addressing academic, mental and physical health needs, as well as other basic needs that prevent students from accessing learning at a level that allows them to remain on-track towards graduation. ▪ The team will document and assess the effectiveness of supports put in place for students through the use of a shared document or application so that all staff supporting ninth graders may access it. 	<p>Student voice is the driving point of decision making to support students in and outside of the classroom. The team connects with families/caregivers for additional context and feedback. The district and high school(s) have a close connection with the middle schools and support 8th grade transition through summer opportunities and other offerings. The team's data review influences larger school wide systems that affect the school's climate, curriculum, instruction, and culture.</p>
<p>Systems Ensuring On-Time Graduation</p> <p>4. 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>	<ul style="list-style-type: none"> ▪ School staff meet with students in grades 9-12 regarding course selection and course completion to ensure adequate progress is being made toward on-time graduation. ▪ School staff work with students during course selection to help ensure course selection meets graduation requirements and aligns with student interest and goals based upon their Education Plan and Profile. ▪ School staff teach students at least annually how to read their own transcripts, including credits required for graduation, credits in progress, credits earned, and essential skill requirements. ▪ School staff ensure students who are emerging bilinguals, as well as those a part of other focal populations, are enrolled in appropriate credit-bearing courses that meet graduation requirements. ▪ These meetings between staff and students <ul style="list-style-type: none"> ▪ Take place, at a minimum, after trimester or semester grades have been submitted ▪ Take place in a group setting, such as an advisory class, or are a one-on-one meeting ▪ Occur with staff who are knowledgeable about graduation requirements, course opportunities within the school, and Education Plan and Profile ▪ Staff consider effective and culturally sustaining ways to communicate with students 	<p>The district/school undergoes a larger, holistic review of systems, policies, and procedures to identify barriers that prevent students from enrolling in courses required for on time graduation. Potential barriers may include how newcomers and students in ELD I & II receive instruction as well as other situations involving various focal student groups. Student voice is included in changes to systems.</p>

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<p>Systems Ensuring On-Time Graduation</p> <p>5. Efforts are made in partnership with families/caregivers (through engagement, collaboration and frequent communication as warranted) to support on-track student progress toward graduation.</p>	<ul style="list-style-type: none"> ▪ The district or school involves a student’s support system, including families/caregivers, in tracking progress toward on-time graduation, course selection, and the creation/ updating of the student’s Education Plan and Profile. ▪ The district or school documents this involvement and has a plan to improve outreach to increase involvement for students whose support systems have not yet engaged ▪ The district or school works with families/caregivers on how to read their student’s transcript so they can support with monitoring graduation requirements. These partnerships: <ul style="list-style-type: none"> ▪ Occur least annually with all students in grades 9-12 ▪ Use multiple methods of culturally sustaining and multilingual outreach ▪ Include direct teaching so families/caregivers understand the requirements and how to navigate the school system if they have questions or concerns <p>Accommodations for Corrections/Detention Programs:</p> <ul style="list-style-type: none"> ▪ Families and caregivers, or other individuals acting in loco parentis, are involved in decision-making where appropriate and in accordance with restrictions placed on such contact. 	<p>Partnerships between the district/ school and families/caregivers include two-way communication methods. The school facilitates student-led communication with families/caregivers where students articulate their goals, progress, and course opportunities.</p>
<p>Systems Ensuring On-Time Graduation</p> <p>6. There is a system in place to review school/district policies and procedures to identify potential barriers to on-time graduation.</p>	<ul style="list-style-type: none"> ▪ The district or school regularly reviews on-track status for focal student populations, including emerging bilingual students, to identify patterns or trends in course or subject area pass rates and meeting essential skill requirements. ▪ Review of the percentage of students earning credit in required courses is conducted, disaggregated by focal groups, at the end of each grading period. ▪ The district or school adjusts instructional practices or policies based upon this data review. ▪ Data on the assignment of students to inexperienced, out of field, or emergency/provisional license-holders are reviewed and focal group disparities in these assignment rates are examined. 	<p>Systemic partnerships between the district/school and families/ caregivers are developed and used to identify barriers and to propose solutions. The school/ district has targeted follow-up with focal groups that have been identified through data as being underserved. Student voice is heavily considered when creating systems.</p>
<p>Systems Ensuring On-Time Graduation</p> <p>7. Students have regular access to academic support.</p>	<ul style="list-style-type: none"> ▪ The district or school provides opportunities for both targeted subject-area academic support as well as the development of soft skills, such as time management. ▪ Barriers have been removed as much as possible for student access including transportation, fees, basic needs, mental and physical health, etc, if applicable. ▪ These opportunities could take place in: <ul style="list-style-type: none"> ▪ An advisory-type program ▪ Tutoring sessions before or after school ▪ Friday school ▪ During summer programs ▪ Other formations that are regularly scheduled and advertised to students 	<p>Support is provided by a trained professional and/or licensed teacher. The school/district takes student and community voice into consideration when searching for solutions to providing academic support.</p>

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<p>Systems Ensuring On-Time Graduation</p> <p>8. Students have access to social, emotional, and mental health support.</p>	<ul style="list-style-type: none"> ▪ The district or school provides regular access to counseling services or other social, emotional, or mental health support either through the school or in collaboration with community-based partners ▪ The district or school is providing a systemic approach to social and emotional learning at the classroom, school, and district level. 	<p>The district or school is responsive to the needs of individual students and/or families and initiates partnerships with those who provide community-based mental health services. The district or school has strong rapport with local mental health providers so that all students can receive the support they need.</p>
<p>Systems Ensuring On-Time Graduation</p> <p>9. Students receive support and regular exposure to career development and post-secondary education opportunities.</p>	<ul style="list-style-type: none"> ▪ The district or school systematically provides opportunities for all students grades 9-12 to explore various career exploration and development opportunities as well as getting support for post-secondary educational opportunities at least annually, which include things such as: <ul style="list-style-type: none"> ▪ College and career-related guest speakers ▪ Job shadows ▪ Internship exploration opportunities ▪ College application and FAFSA support 	<p>Students in the 8th grade receive career exploration and development opportunities. Staff receive regular training/information on resources for students and it is part of the school culture for staff to have ongoing conversations about college and career. Community partners are utilized to collaborate with students.</p>
<p>Reducing Chronic Absenteeism</p> <p>10. Systems are in place to monitor and identify root causes of absenteeism among the student body, especially focal populations.</p>	<ul style="list-style-type: none"> ▪ There is a system in place to track and review all students' attendance in order to identify chronically absent students as measured by the state. ▪ Staff connect individually with identified students and their families/caregivers to identify barriers to attendance and root causes of absenteeism. <p>Accommodations for Corrections/Detention Programs:</p> <ul style="list-style-type: none"> ▪ This eligibility indicator is not a requirement. 	<p>The team reviewing attendance data and reaching out to individual students include staff that have established relationships with those students, especially those within focal populations.</p> <p>There is a system in place to track and review student engagement and to review linkages between engagement, instruction, and attendance.</p>
<p>Reducing Chronic Absenteeism</p> <p>11. Staff work with students and families/caregivers to remove barriers and provide support to increase attendance.</p>	<ul style="list-style-type: none"> ▪ Staff conduct analysis to identify patterns across student focal groups to flag potential system barriers. ▪ Staff implement individual supports for students and make adjustments to the school system based on identified barriers and root causes. ▪ Staff review implementation of supports for effectiveness and make adjustments as needed. <p>Accommodations for Corrections/Detention Programs:</p> <ul style="list-style-type: none"> ▪ This eligibility indicator is not a requirement. 	<p>Changes and supports that promote student attendance are coordinated district-wide and include partnerships with active community organizations and partners, including local public health, mental health, colleges, workforce development boards, employers, faith communities, Tribal nations, and other education partners in order to collaboratively support students' growth and well-being. Characteristics of strong partnerships include mutual trust and respect, strengths-based and collaborative approaches, clear communication around roles, and shared responsibilities and decision-making power.</p>

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<p>Reducing Chronic Absenteeism</p> <p>12. There is a system in place to examine and address engagement strategies, course offerings, and instructional practices leading to enhanced climate and culture of school.</p>	<ul style="list-style-type: none"> ▪ There is a system in place that examines engagement strategies that lead to enhanced climate and culture of school. This system includes student voice. ▪ All teachers receive professional development on culturally sustaining pedagogies and practices across the district on a regular basis (at least annually). ▪ There is a system in place to examine course offerings, including advanced courses, enrollment, and interest across focal populations. 	<p>Decisions around student engagement, school climate, and culture are implemented district wide and are driven by student voice through the use of empathy interviews and student surveys.</p> <p>Students are supported to review data and facilitate dialogue with teachers on the data gathered.</p>
<p>Equitable Assignment to Advanced Courses:</p> <p>13. The school district or charter school has systems in place to ensure all students are prepared for and have the opportunity to earn 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>	<ul style="list-style-type: none"> ▪ All students are counseled, advised, or receive guidance at least annually, starting at least in 8th grade and continuing throughout high school, about the benefits of earning college credits, including CTE dual credit, while in high school and encouraged to register for advanced or dual credit coursework. ▪ Counseling, advising, and guidance <ul style="list-style-type: none"> ▪ Is grade appropriate based on advanced courses available to students ▪ Includes a two-way conversation between staff and students, such as a one-on-one or small or advisory group setting ▪ Makes connections between students' interests and goals and the district or schools advanced course offerings ▪ The school or district has evaluated prerequisites and barriers to advanced courses, and removed any that are unnecessary. Barriers include but are not limited to: <ul style="list-style-type: none"> ▪ Cost and access to materials ▪ Transportation ▪ Scheduling conflicts ▪ Teacher and/or counselor approval ▪ Flexible pathways to college-level opportunities are available for all students who do not meet the remaining necessary prerequisites. ▪ Students have access to college credit through multiple advanced or dual credit courses offered at the school 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 Plan and Profile. <p>Accommodations for Corrections/Detention Programs:</p> <ul style="list-style-type: none"> ▪ Students are counseled regarding advanced coursework on arrival to the program, and at least annually for students who are enrolled for more than a year. ▪ The program helps students arriving without a traditional transcript to gather evidence of prior coursework and determine eligibility for advanced coursework. ▪ At least one option for advanced or dual credit (through the program, through an MOU with a community college or university, or online) is available to students for whom it is appropriate. 	<p>Counseling begins in 7th grade and occurs at least once each semester. No barriers to enrollment exist and accommodations are in place for students who may not have prerequisite experiences. Administrators, counselors, and teachers believe that advanced coursework is appropriate and should be encouraged through multiple means. 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 advanced and/or dual credit courses (including CTE), which includes multiple options from: AP, IB, community colleges, universities, and online sources.</p> <p>Students complete/monitor and adjust their Education Plan and Profile at least each semester with guidance and involvement of caregivers, school staff, and community partners as appropriate.</p>

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<p>Equitable Assignment to Advanced Courses:</p> <p>14. Efforts are made in partnership with students, families/caregivers (through engagement, collaboration and frequent communication as warranted) and school staff to find support for placement into advanced and dual credit coursework.</p>	<ul style="list-style-type: none"> ▪ Families and caregivers, students, counselors, and other school staff are collectively involved and given a voice in decisions about advanced and dual credit coursetaking. ▪ Benefits of taking advanced courses are included in the conversation. ▪ District or charter school conducts culturally sustaining and multilingual outreach as necessary to reach all students, families, and caregivers. <p>Accommodations for Corrections/Detention Programs:</p> <ul style="list-style-type: none"> ▪ Families and caregivers, or other individuals acting in loco parentis, are involved in decision-making where appropriate and in accordance with restrictions placed on such contact. 	<p>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 without bias and barriers, regardless of demographic group, disability status, or other non-academic criteria.</p> <p>All students have access to culturally sustaining, inclusive, affirming, and appropriate coursework.</p>
<p>Equitable Assignment to Advanced Courses:</p> <p>15. 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>	<ul style="list-style-type: none"> ▪ Relevant and timely data sources are used to monitor representation of focal groups in advanced and dual credit course enrollment. ▪ Targeted and culturally responsive outreach is conducted by counselors, staff and administration, with a focus on students that have never taken an advanced or dual credit course. ▪ The district or school has a plan to move towards equal representation where disparities are evident in the above. ▪ Courses are assigned without barriers, bias, consideration of previous academic outcomes, or reliance on teacher recommendations, regardless of demographic group, disability status, or other non-academic criteria. 	<p>The district or charter school has a cultural expectation all students can and should take one or more advanced or dual credit courses. Staff reviews relevant data sources to ensure that all advanced and dual credit courses have equal representation of their specific student body in both enrollment in and successful completion of advanced and dual credit courses, and there is outreach and support as needed to increase proportionality. Success rates in advanced courses are monitored, including focal group success rates.</p> <p>Advanced courses are offered based on student and family interest.</p>
<p>Equitable Assignment to Advanced Courses:</p> <p>16. The district or charter school works to create a positive and welcoming culture within their advanced course system.</p>	<ul style="list-style-type: none"> ▪ Outside of the normal registration process, all students in non-advanced classes grades 8-12 hear the message that they are capable of enrolling in and there is the desire for them to enroll in advanced classes, including CTE dual credit classes, at least two to three times per year. ▪ Advanced course teachers meet at least annually in an effort to align teaching and grading practices as another layer of support to help students navigate advanced courses. ▪ Advanced course curriculum is centered around culturally sustaining pedagogy. ▪ Students enrolled in advanced coursework have the necessary academic accommodations and support to be successful. <p>Accommodations for Corrections/Detention Programs:</p> <ul style="list-style-type: none"> ▪ Required indicators: <ul style="list-style-type: none"> ▪ Advanced course curriculum is centered around culturally sustaining pedagogy. ▪ Students enrolled in advanced coursework have the necessary academic accommodations and support to be successful. 	<p>Non-advanced classes actively work to increase their rigor and expectations so students can experience success in their advanced courses.</p>

Note: Meeting HSS Eligibility Requirements is aligned and cross-walked with Integrated Guidance and [Progress Markers](#).