

GRADUATION REQUIREMENTS (APPLIED TO 2021 GRADUATES)

Beginning with the 2017-2018 freshman class (scheduled to graduate in 2021), for a student to graduate from a Colorado Springs School District 11 (the District) high school, the following must be achieved:

A. Completion of an Individual Career and Academic Plan (ICAP).

Individual Career and Academic Plan (ICAP) - a multi-year process that intentionally guides students and families in the exploration of career, academic and postsecondary opportunities (see 1 CCR 301-81, 2.00(2)).

Beginning with 9th grade in the fall of 2016 and continuing thereafter, all students will develop an ICAP. With the support of adults, students develop the awareness, knowledge, attitudes, and skills to create their own meaningful and powerful pathways to postsecondary and workforce readiness.

B. Successful demonstration of academic and career competencies aligned to the adopted Colorado Academic Standards by earning the minimum number of credits for graduation as defined in this regulation for students graduating in 2021, and thereafter.

The minimum number of credits for graduation from the District’s high schools shall be 46. The subjects for which credits must be earned through grade 12 are outlined below.

| Subject areas | Credits |
|---|----------------|
| English Language Arts Core required (English 1 through 8)..... | 8 |
| Social Studies (American History and Civil Government required;..... World History recommended)..... | 6 |
| Mathematics (2 semester credits of first year Algebra, or equivalent, or higher required) | 6 |
| Science (2 semester credits of Physical Science, 2 semester credits Biology, 2 credits any other designated science class required)..... | 6 |
| Physical Education | 3 |
| Health | 1 |
| Humanities (English, music, fine arts and/or world language) | 2 |
| Computer Education/Technology | 1 |
| Economics | 1 |
| Postsecondary Workforce Readiness (this includes, but is not limited to, automotive, business education, computer science, industrial arts/vocational education, consumer and family studies, Career and Technical Education (CTE), Concurrent Enrollment (CE), Advancement Via Individual Determination (AVID), Junior Reserve Officer Training Corps (JROTC), and Career Pathways) | 1 |
| Required subjects | 35 |
| Electives | 11 |
| Minimum total for graduation..... | 46 |

A. Demonstration of one of the following:

- 1. Postsecondary Workforce Readiness from a Colorado Board of Education approved menu of College and Career Ready demonstrations for all students beginning with the 2021 graduating class.**

Postsecondary Workforce Readiness- *"Colorado high school graduates demonstrate the knowledge and skills (competencies) needed to succeed in postsecondary settings and to advance in career pathways as lifelong learners and contributing citizens."*

Source: Adopted by the Colorado State Board of Education and Colorado Commission on Higher Education (Winter 2016) and C.R.S. 22-7-1008.

Menu of College and Career Ready Demonstrations

| Demonstration | English | Math |
|--|--|---|
| ACCUPLACER – a computerized test that assesses reading, writing, math and computer skills. The results of the assessment, in conjunction with a student’s academic background, goals and interests, are used by academic advisors and counselors to place students in a college courses that match their skill levels. | A score of at least 62 on Reading Comprehension | A score of at least 61 on Elementary Algebra |
| ACT - a national college admissions exam. It measures four subjects - English, reading, math and science. The highest possible score for each subject is 36. | A score of at least 18 on ACT English | A score of at least 19 on ACT Math |
| ACT WorkKeys – National Career Readiness Certification - an assessment that tests students’ job skills in applied reading, writing, mathematics and 21st century skills. Scores are based on job profiles that help employers select, hire, train, develop and retain a high-performance workforce. Students who score at the bronze level (at least 3) in applied mathematics, mapping and reading earn the ACT’s National Career Readiness Certificate. | A score of bronze or higher | A score of bronze or higher |
| Advanced Placement (AP) - AP exams test students’ ability to perform at a college level. Districts choose which AP exams will fulfill this menu option. Scores range from 1 to 5 (highest). | A score of at least 2 | A score of at least 2 |

| Demonstration | English | Math |
|---|--|--|
| <p>The Armed Services Vocational Aptitude Battery (ASVAB) - a comprehensive test that helps determine students' eligibility and suitability for careers in the military. Students who score at least 31 are eligible for service (along with other standards that include physical condition and personal conduct). Students who take the ASVAB are not required to enlist in the military.</p> | <p>A score of at least 31</p> | <p>A score of at least 31</p> |
| <p>Concurrent Enrollment - Concurrent enrollment provides students the opportunity to enroll in postsecondary courses, simultaneously earning high school and college credit. School districts and institutions of higher education each determine passing grades for credit. A passing grade is determined by District and higher education policy for concurrent enrollment. An eligible concurrent enrollment course is 1) the pre-requisite directly prior to a credit-bearing course or 2) a credit-bearing course.</p> <p>*Postsecondary credit(s) earned through District 11 partnerships are eligible as "Concurrent Enrollment". (These programs may include extended studies ie; CU Succeed, CSU Senior-to-Sophomore, CTE Articulated Pathway courses and others.)</p> | <p>Passing grade per District and higher education policy</p> | <p>Passing grade per District and higher education policy</p> |
| <p>Industry Certificate - An industry certificate is a credential recognized by business and industry and is an industry standard assessment for basic knowledge, skills, and competencies in workforce readiness. Scoring and pass rates are determined by the industry. An industry certificate may be local, state and/or nationally recognized and must be approved by the District. Industry certificates measure a student's competency in an occupation, and validate a knowledge base and skills that show mastery in a particular industry.</p> | <p>Individualized</p> | <p>Individualized</p> |
| <p>International Baccalaureate (IB) - IB exams assess students enrolled in the official IB Diploma Programme. Courses are offered only at authorized IB World Schools. Scores range from 1 to 7 (highest).</p> | <p>A score of at least 4</p> | <p>A score of at least 4</p> |
| <p>Scholastic Assessment Test (SAT) - The SAT is a college entrance exam that is accepted or required at nearly all four-year colleges and universities in the U.S. The current SAT includes sections on reading, writing and math. The highest possible score for each section is 800.</p> | <p>A score of at least 470</p> | <p>A score of at least 500</p> |

| Demonstration | English | Math |
|--|-----------------------------|-----------------------------|
| Collaboratively-developed, standards-based performance assessment - Pending legislation and funding for the creation, norming, and comparability processes required to initiate such assessments. | State-wide scoring criteria | State-wide scoring criteria |

2. Completion of the requirements and goals as listed on a student’s Individual Education Plan (IEP), which may include modified content standards.

Special Education students

Special education students will be provided multiple pathways to demonstrate competency and earn a diploma through the use and attainment of one or more of the following:

- As appropriate, use the same competency measures and demonstrations that provide meaningful and rigorous options for non-special education students.
- Individualized, standards-based Transition Individualized Education Plans (IEPs) that move the students toward identified postsecondary goals and competencies.
- Industry standards, military standards, college entrance requirements and/or Colorado Academic Standards as described in students’ Transition IEPs.
- Extended Evidenced Outcomes (EEOs), when appropriate.

Apply, as appropriate, workforce readiness competencies and industry standards to provide opportunities and experiences for special education students that lead to successful post-school outcomes. Allow for flexibility with transfer of special education students to demonstrate competency toward diploma attainment.

3. Completion of the requirements and goals as listed on a student’s Advanced Learning Plan (ALP), which may include modified content standards.

Gifted students

A student’s ALP and ICAP is critical for determining the timeline for graduation and appropriate coursework that may include a blend of concurrent enrollment and/or early exit as well as career-related internships or opportunities. The District may offer opportunities for gifted students to demonstrate proficiency toward completion of graduation requirements prior to the typical four-year high school program. The District may consider, acceleration, radical acceleration (graduation 3 or more years earlier than usual), telescoping (completing one/several year’s curriculum in less time), or compacting (skipping units in which student demonstrates proficiency).

These opportunities may include:

- Credit by Examination (CBE) or Credit by Assessment. Students can skip one

or more courses by performing well on a test of the material that is covered in those courses

- Career pathways program: academic programming with vocational studies or placement
- Competency-Based Pathways: when a student has demonstrated proficiency on the standards required for graduation, that student should have a plan that helps him/her continue to learn and build on his/her strengths, skills and interests for rest of his/her high school career

Other eligibility considerations to meet graduation requirements:

Credit from other institutions and home based programs

All students entering from outside the District must meet the District graduation requirements. The school point of contact shall determine whether credit toward graduation requirements shall be granted for courses taken outside the District. Students who are currently enrolled in the District who wish to obtain credit from outside institutions or through online programs must have prior approval from the school principal/designee. The District shall accept the transcripts from a home-based educational program. In order to determine whether the courses and grades earned are consistent with District requirements and academic standards, the District shall require submission of the student's work or other proof of academic performance for each course for which credit toward graduation is sought. In addition, the District may administer testing to the student to verify the accuracy of the student's transcripts. The District may reject any transcripts that cannot be verified through such testing.

Online/Correspondence Courses

Online and correspondence courses may be taken with the approval of the Administrator/School Counselor for make-up credit and for credit towards graduation requirements.

Credit Recovery/Night School

Night school courses and credit recovery courses through District programs approved by a School Counselor.

Middle School Credit

High School credit may be awarded to middle school students for courses taken during middle school years provided that at least one of the following conditions are met;

- Course is completed at an accredited high school, and the student receives a passing grade.
- Courses identified as eligible for high school credit are taken as part of an Advanced Learning Plan (ALP) (Gifted and Talented)
- Course completed at the middle school are of the same level of rigor as the comparable high school course, validated and pre-approved by the appropriate Content Facilitator, and the middle school student receives a four quarter average grade of C or better, or

demonstrates competency in that content area by earning a proficient or higher rating on a locally approved assessment.

Adopted April 27, 2016

Revised May 31, 2017

Revised April 6, 2018

CROSS REFS.: IGA, Curriculum Development
IHA, Basic Instructional Program
IHAIA, Work Experience Opportunities
IHAQ, Career/Transition-to-Work Education
IHBB, Gifted and Talented Education
IHCD, Postsecondary Options/Concurrent Enrollment
IKC, Class Rankings/Grade Point Averages
IKF, Graduation Requirements
IKF-R-2, Current Graduation Requirements (Transitional for 2017-2020
Graduates)
IKFA, Early Graduation
IMBB and IMBB-R, Exemptions from Required Instruction

LEGAL REFS.: C.R.S. 22-1-106
C.R.S. 22-2-136
C.R.S. 22-7-104
C.R.S. 22-7-402
C.R.S. 22-7-1005
C.R.S. 22-7-1008
C.R.S. 22-7-1009
C.R.S. 22-7-1017
C.R.S. 22-32-109
C.R.S. 22-32-110
C.R.S. 22-35-101
1 CCR 301-81
1 CCR 301-8, 2220-R-12.00