

GRADUATION REQUIREMENTS (For Students Enrolled in High School Beginning with the 2018/2019 School Year and Thereafter)

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) and Board Policy IHBK, Colorado Springs School District 11 Preparation for Postsecondary and Workforce Readiness (Individual Career and Academic Plan)).

B. Attain the minimum number of credits for graduation as defined in this regulation for students enrolled in high school beginning with the 2018/2019 school year, 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.

	Credits
English Language Arts Credits.....	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

C. 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 students enrolled in high school beginning with the 2018/2019 school year and thereafter.

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
<p>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.</p>	<p>Classic: A score of at least 62 on Reading Comprehension OR 70 on Sentence Skills</p> <p>Next Generation: 241 on Reading OR 236 on Writing</p>	<p>Classic: A score of at least 61 on Elementary Algebra</p> <p>Next Generation: 255 on Arithmetic (AR) OR 230 on Quantitative Reasoning, Algebra, and Statistics (QAS)</p>
<p>ACT - a national college admissions exam. It measures four subjects - English, reading, math and science. The highest possible score for each subject is 36.</p>	<p>A score of at least 18 on ACT English</p>	<p>A score of at least 19 on ACT Math</p>

Demonstration	English	Math
<p>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, Graphic Literacy and Workplace Documents, earn the ACT’s National Career Readiness Certificate.</p>	<p>A score of bronze or higher</p>	<p>A score of bronze or higher</p>
<p>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).</p>	<p>A score of at least 2</p>	<p>A score of at least 2</p>
<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. The Armed Forces Qualifications Test (AFQT) covers four sections from the ASVAB: Word Knowledge, Paragraph Comprehension, Arithmetic Reasoning, and Mathematics Knowledge.</p>	<p>A score of at least 31 on the AFQT</p>	<p>A score of at least 31 on the AFQT</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 i.e.; 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>

Demonstration	English	Math
<p>District Approved Capstone is the culminating exhibition of a student’s project or experience that demonstrates academic and intellectual learning. Capstone projects are District determined through a District approval process that will include but is not limited to the use of collaboratively-developed, standards-based scoring criteria provided by the state education department; and an application process and inter-rater reliability evaluation process that meets or exceeds state requirements for PWR eligibility. Upon District approval, all eligible capstones will be publicly available through an addition of an assessment overview to the course approval process.</p> <p>(the measure could be many different things: paper, project, etc. The inter-rater reliability means the quality of the capstone is equivalent between high schools and districts. Statewide measure of rigor, quality, demonstration, and how we evaluate.)</p>	Individualized	Individualized
<p>Industry Certificate – A District-approved 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>	Individualized	Individualized
<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>	A score of at least 4	A score of at least 4
<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>	A score of at least 470	A score of at least 500

Demonstration	English	Math
<p>State and District Approved Comprehensive Performance Assessments are authentic applications of Essential Skills for Postsecondary and Workforce Readiness, through the creation of a complex product or presentation approved by a District process that will include but not limited to the use of collaboratively-developed, standards-based scoring criteria provided by the state education department; and an application process and inter-rater reliability evaluation process that meets or exceeds state requirements for PWR eligibility.</p>	<p>State-wide scoring criteria</p>	<p>State-wide scoring criteria</p>

1. 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 (Students with IEPs)

In addition to completion of the ICAP and attainment of the minimum number of credits for graduation, students with IEPs 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.
- Industry standards, military standards, college entrance requirements and/or Colorado Academic Standards as described in students’ Transition IEPs.
- Use of Performance Assessment or Capstone
- Extended Evidenced Outcomes (EEOs), when appropriate.

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

2. Gifted students may need alternative pathways to graduation.

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 (promotion determined by student proficiency), radical acceleration (graduation 3 or more years earlier than usual) or compacting (completing one/several year's curriculum in less time).

These opportunities may include, but are not limited to:

- 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 career and technical education 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

3. English Learners

English learner students are required to meet the same requirements as non-English learners in order to graduate from high school. Accommodation and modification exceptions may be made for English learner students on an individual basis.

Other eligibility considerations to meet graduation requirements:

Credit from other institutions and home-based educational 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 may 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 may 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. (For the rules pertaining to home-based education in Colorado, see the Colorado Department of Education's "Home School in Colorado" web page at www.cde.state.co.us/choice/homeschool).

Accredited Online/Correspondence Courses

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

Credit Recovery and/or Acceleration

Courses for credit recovery and/or acceleration through District programs approved by an Administrator or Designee.

Concurrent Enrollment

Courses taken via Concurrent Enrollment

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)
- Courses 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

Revised April 8, 2020

Revised August 26, 2020

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, Graduation Requirements (For Students Enrolled in High School Prior to the 2018/2019 School Year)
IKF-E, Graduation Requirements Flowchart (Exhibit)
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