

NOTE: State law requires each local Board of Education to establish high school graduation requirements that “meet or exceed any minimum standards or core competencies or skills identified in the state’s guidelines for high school graduation requirements. . . .” C.R.S. 22-32-109(1)(kk)(II). These requirements apply to students enrolling in the ninth grade in the 2017-18 school year (i.e., the class of 2021). This sample contains the content/language that CASB believes best meets the intent of the law. However, the Board should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.

NOTE: In July 2020, the State Board of Education voted to provide flexibility for Graduation Guidance in the 2020-21 school year. Local education providers had the option to decide if they wanted to implement these graduation requirements for students graduating in 2021 or delay full implementation of the Graduation Guidelines to go into effect for students graduating in the 2021-22 school year and beyond.

As of fall of 2021, all districts should have fully implemented the Graduation Guidelines. Full implementation includes: 5th, 6th, and 7th year seniors from Anticipated Year of Graduation (AYG) 2021 and all students who have an AYG or 2022 or beyond, including 3-year graduates.

However, 6th year (AYG 2020) and 7th year (AYG 2019) seniors do not need to meet Graduation Guidelines competencies.

The additions [in brackets] reflect the applicable timelines if, the Board decided to delay full implementation.

Graduation Requirements

NOTE: The following matrix reflects the college and career readiness measures for 1) Reading, Writing, and Communicating and 2) Mathematics in the state graduation guidelines and CDE Graduation Guidelines Menu of College and Career Ready Demonstrations. Each local Board must choose one or more of the following measure(s) as its own, board-identified measures. To provide students with as many options as possible, a local Board should include all measures available in the district. A local Board may also raise the minimum score required (i.e., “cut score”) on a particular assessment if it chooses to do so. CASB encourages local Boards to collaborate with district administrators to determine the measures and cut scores/criteria that meet local needs and circumstances.

NOTE: A local Board may include measures and cut scores/criteria in Science, Social Studies, Art or other academic standards if it wishes to do so. If it does, these measures should be included here with the appropriate heading (e.g., “Science”) and with the cut scores/criteria that students must meet to graduate.

Measure	Cut Score/Criteria – Reading, Writing, Communicating	Cut Score Criteria- Mathematics

Classic Accuplacer assessment	Score of at least 62 on Reading Comprehension or 70 on sentence skills	Score of at least 61 on Elementary Algebra
Next Generation Accuplacer	Score of 241 on Reading or 236 on Writing	Score of 255 on Arithmetic (AR) or 230 on Quantitative Reasoning, Algebra and Statistics (QAS)
ACT assessment	Score of at least 18 on ACT English	Score of at least 19 on ACT Math
ACT WorkKeys assessment	Score of at least 3 (Bronze level)	Score of at least 3 (Bronze level)
Advanced Placement (AP) exam	Score of at least 2	Score of at least 2
Armed Services Vocational Aptitude Battery (ASVAB)	Score of at least 31 on the AFQT	Score of at least 31 on the AFQT
International Baccalaureate (IB) exam	Score of 4	Score of 4
SAT assessment	Score of at least 470 on Reading/Writing & Language	Score of at least 500 on Math
Collaboratively-developed, standards-based performance assessment, as identified by the Board and approved by the state. [Note: For this option students use an authentic application of Essential Skills for Postsecondary and Workforce Readiness, through the creation of a complex product or presentation.]	State-wide scoring criteria	State-wide scoring criteria
Concurrent enrollment course, as approved by the district and included in the student's academic plan of study or Individualized Career and Academic Plan (ICAP)	Grade of at least a C	Grade of at least a C

Industry certificate	<p>Receipt of the industry certificate and approval by the district-designated team</p> <p>[NOTE: The district should create an accompanying regulation to define its process for qualifying industry certifications]</p>	<p>Receipt of the industry certificate and approval by the district-designated team</p> <p>[NOTE: The district should create an accompanying regulation to define its process for qualifying industry certifications]</p>
District capstone project	<p>Completion of the district capstone project and approval by the district-designated team</p> <p>[NOTE: The district should create an accompanying regulation to define its process for district capstone projects]</p>	<p>Completion of the district capstone project and approval by the district-designated team</p> <p>[NOTE: The district should create an accompanying regulation to define its process for district capstone projects]</p>

NOTE: The district must add to this exhibit or create another exhibit that lists the specific measures the district has determined meet the Board's criteria for demonstrating college and career readiness in English and in Math (e.g., IB exam in English A Literature SL, IB exam in English A Literature HL, AP exam in English Language and Composition, AP exam in Psychology, IB exam in Economics SL, IB exam in Mathematics HL, AP exam in Calculus, AP exam in Statistics, AP exam in Computer Science, AP exam in Chemistry, etc.).

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