

2022-2023 Student Interchange – Graduation Guidelines

Changes from 2021-2022 are highlighted in yellow.

CSI clarifications and additions are in green text

Purpose:

The purpose of the Graduation Guidelines file is to record student outcomes that CDE must use to calculate and report, per C.R.S. 22-11-204(4), including the percentage of students who have graduated, having met minimum standards in the state board's graduation guidelines menu of options established pursuant to C.R.S. 22-2-106 (1)(a.5) and the percentage of students who have met the state board's higher achievement level standards (higher bar) established pursuant to C.R.S. 22-11-104(2)(a).

Important:

Completion of this interchange is not required for Student October. Data entered here for Student October is not included in the Student October snapshot nor does it impact Student October funding.

Dependencies:

Student has been assigned a SASID and updated in the RITS system.

A record for the SASID/student exists in the Student Interchange-Student Demographic file.

A record for the SASID/student exists in Student Interchange-Student School Association file.

Record Expectation:

Records in this file should represent the graduation guidelines a student completed during the school year. Guideline completion can also be reported retroactively if that completion was omitted during the school year the student initially earned the guideline score or if completion was not reported by a previous district. Schools should retain copies of score reports, transcripts or industry certificates used as the basis of reporting graduation guideline completion and provide that documentation to receiving districts for validation purposes if the student transfers. Report the district and school the student currently attends regardless of where they were in attendance when they received the guideline score.

The LEA should submit:

- 1) One record for each graduation guideline the student has completed.
- 2) A score within the acceptable range for the reported guideline type and name.

A student should have one record for each guideline they have completed.

Use Summary: (Fields from this file are used in the following CDE Collections which require LEA/AU effort.) Student End of Year data collect

Submissions related resources for the Graduation Guidelines data to be reported by schools are posted to the CSI EOY collection webpage at <https://resources.csi.state.co.us/end-of-year/>.

Program related resources for Graduation Guidelines requirements and details are posted to the CSI PSWR webpage at <https://resources.csi.state.co.us/postsecondary-and-workforce-readiness-pswr/>



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Graduation Guidelines
<p>* Indicates required.</p> <p>Be sure there are preceding 0s where required (ex; date fields and gender).</p> <p>First row should be a header row; otherwise, the first row becomes a header row.</p>

Name of Field	Field Length	Text Start Position	Text End Position	CSV Order	Excel Column	Examples	Remarks
Reporting School District/BOCES Code *	4	1	4	1	A2	0000	
Student's State ID (SASID) *	10	5	14	2	B2	0000000000	
School Code *	4	15	18	3	C2	0000	
Student's First Name *	30	19	48	4	D2	Valid name	
Student's Last Name *	30	49	78	5	E2	Valid name	
Student's Gender *	2	79	80	6	F2	01	
Student's Date of Birth *	8	81	88	7	G2	123120213	MMDDYYYY
Guideline Type *	1	89	89	8	H2	0	0 – English; 1 – math
Guideline Name *	3	90	92	9	I2	ACT	
Guideline Score *	3	93	95	10	J2	000	
School Year of Completion *	8	96	104	11	K2	20202021	This field can be zero-filled in cases where the guideline was completed in the current year.
IEP Accommodation	1	105	105	12	L2	0	Removed 2022-2023
EL Accommodation	1	106	106	13	M2	0	Removed 2022-2023
GT Accommodation	1	107	107	14	N2	0	Removed 2022-2023
District of Completion	4	108	111	15	O2	0000	Removed 2022-2023

Reporting School District/BOCES Code – A unique code assigned to a district by CDE. Refer to the “District/BOCES Codes” worksheet posted at http://www.cde.state.co.us/datapipeline/org_orgcodes for a listing of districts and BOCES codes.

Student's State ID (SASID) – A unique ten-digit number must be assigned to each student by CDE.

School Code – A unique code assigned by CDE to a school building **for the school the student is currently attending**. Refer to "School Building Codes" posted at http://www.cde.state.co.us/datapipeline/org_orgcodes for a listing of school codes.

Student's First Name – A name given to an individual at birth, baptism, or during another naming ceremony, or through legal change.

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Student's Last Name – The name borne in common by members of a family.

Student's Gender - An individual's sex.

01	Female
02	Male

Student's Date of Birth – The month, day, and year on which an individual was born (i.e., 09151989).

Guideline Type – Every student must meet a guideline in both English and Math to satisfy the state graduation guidelines requirement. Please indicate if this record is meant to serve as a measure of a student meeting an English or Math guideline.

Each guideline evaluates both Math and English proficiencies. A student must meet guidelines for both Math and English; however, they do not need to follow the same guideline for both. (For example, a student can demonstrate English proficiency through an ACCUPLACER score and Math proficiency through a District Capstone.)

Please Note: When reviewing the Graduation Guidelines Menu of Options, English measures are synonymous with Reading/Writing/Communicating and Math measures are synonymous with Mathematics. For reporting purposes, "English" and "Math" are utilized.

0	English
1	Math

Guideline Names and Scores – Please review the table below for approved guidelines, the abbreviation code for each guideline name and the acceptable scores for each guideline.

Guideline Name – An abbreviation for the guideline being reported. Some guidelines can only be reported as an English or Math score and not both (like the ACCUPLACER Elementary Algebra guideline can only be reported as a Math guideline).

Guideline Score – A score value associated with the given guideline name. The accepted codes will vary based upon the guideline name given. CDE will accept scores that do not meet the state determined benchmarks so that LEAs may report all students who attempt each guideline rather than only those who met the graduation guideline benchmark score. In some cases, a score may just be a flag value indicating a student passed using the given guideline type.

A value of 1 can be reported as passing the graduation guideline for a District Capstone but would not be an acceptable value for a record with the SAT guideline reported, which must range from 200-800

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Guideline Name and Description	Guideline Name Code	Accepted Guideline Score Values	Benchmark Scores
ACCUPLACER <i>ACCUPLACER is 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.</i>	Classic ACCUPLACER: ACR (Reading Comprehension) ACS (Sentence Skills) ACE (Elementary Algebra) Next-Generation: ANR (Reading) ANW (Writing) AR (Arithmetic) QAS (Quantitative Reasoning, Algebra, and Statistics) AAF (Advanced Algebra and Function)	Classic ACCUPLACER: 20 – 120 Next-Generation ACCUPLACER: 200 – 300	Benchmark English Classic ACCUPLACER (through January 2019): ACR: 62 ACS: 70 Next-Generation ACCUPLACER (after January 2019): ANR: 241 ANW: 236 Benchmark Math Classic ACCUPLACER (through January 2019): ACE: 61 Next-Generation ACCUPLACER (after January 2019): AR: 255 QAS: 230 AAF: 230
ACT <i>ACT is a national college admissions exam. It measures four subjects - English, reading, math and science. The highest possible score for each subject is 36.</i>	ACT	1 – 36	Benchmark English – 18 on ACT English Benchmark Math – 19 on ACT Math
ACT WorkKeys <i>ACT WorkKeys is 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.</i>	AWK	1 – 7	Benchmark English – 3 (Bonze) Benchmark Math – 3 (Bronze)

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Guideline Name and Description	Guideline Name Code	Accepted Guideline Score Values	Benchmark Scores
Advanced Placement (AP) <i>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).</i>	AP	1 – 5	Benchmark English – 2 Benchmark Math – 2
Armed Services Vocational Aptitude Battery (ASVAB) <i>The Armed Services Vocational Aptitude Battery (ASVAB) is a comprehensive test that helps determine students' eligibility and suitability for careers in the military. Students who score at least 31 on the AFQT 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 highest possible score is 99.</i>	ASV	1 – 99	Benchmark English – 31 Benchmark Math – 31
District Capstone (Capstone) <i>A capstone is the culminating exhibition of a student's project or experience that demonstrates academic and intellectual learning. Capstone projects are district</i>	CAP	0 - Non passing grade per district 1 - Passing grade per district	Benchmark English – District Policy Benchmark Math – District Policy
Concurrent Enrollment (CE) <i>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 and concurrent enrollment. An eligible concurrent enrollment course is 1) the prerequisite directly prior to a credit- bearing course or 2) a credit-bearing course.</i>	CE	0 - Non passing grade per district 1 - Passing grade per district	Benchmark English – Passing grade per district and higher education policy Benchmark Math – Passing grade per district and higher education policy

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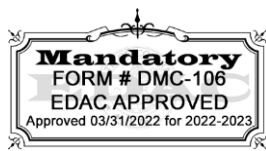
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Guideline Name and Description	Guideline Name Code	Accepted Guideline Score Values	Benchmark Scores
Industry Certificate <i>An industry certificate is a credential recognized by business and industry. Industry certificates are district determined, measure a student's competency in an occupation, and they validate a knowledge base and skills that show mastery in a particular industry.</i>	IC	0 – Certificate not earned 1 – Certificate earned	Benchmark English – District Policy Benchmark Math – District Policy
International Baccalaureate® (IB) <i>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).</i>	IB	1 – 7	Benchmark English – 4 Benchmark Math – 4
SAT <i>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.</i>	SAT	200 – 800	Benchmark English – 470 Benchmark Math – 500
Collaboratively developed, standards- based performance assessment <i>An authentic application of Essential Skills for Postsecondary and Workforce Readiness, through the creation of a complex product or presentation.</i>	COL	0 – Non passing grade per district 1 – Passing grade per district	Benchmark English – District Policy Benchmark Math – District Policy

School Year of Completion – This is the school year that the graduation guideline was completed. This field should be reported using both calendar years without a hyphen (i.e., 20202021 for the 2020-21 school year). In cases where the guideline benchmark scores have increased, the benchmark scores in place during the School Year of Completion will be used to evaluate guideline completion. If the guideline score is for the current school year or is unknown, this field can be zero-filled or filled with the current school year.

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~~**IEP Accommodation**—This student has been provided an accommodation to the graduation guidelines requirements because he/she have an IEP. If you are unsure if a student received an accommodation and/or if the student has not been previously reported in a Special Education collection, please use ‘0’.~~

0	No
1	Yes

~~**EL Accommodation**—This student has been provided an accommodation to the graduation guidelines requirement because he/she is identified as an English Learner. If you are unsure if a student received an accommodation and/or if the student has not been previously identified as an English Learner, please use ‘0’.~~

0	No
1	Yes

~~**GT Accommodation**—This student has been provided an accommodation to the graduation guidelines requirements because he/she is identified as Gifted and Talented. If you are unsure if a student received an accommodation and/or if the student has not been previously identified as GT, please use ‘0’.~~

0	No
1	Yes

~~**District of Completion**—The district code where a guideline record originates. For students who are transferring in Graduation Guidelines from a previous district. A unique code assigned by CDE to a district. Refer to “District Codes” posted at http://www.cde.state.co.us/datapipeline/org_orgcodes for a listing of district code~~

End of field definitions

The graduation guidelines law provides that students with disabilities (with an IEP), English learners, and students in gifted and talented programs may receive district determined alternative accommodations to the graduation guidelines requirements. ~~Students must be identified by the district providing the accommodation in the student demographic file to code a student as receiving a graduation guideline accommodation. Students receiving an accommodation must still be reported for at least one English and one Math guideline to meet the graduation guideline requirements if they are in the 2020-21 graduation cohort and later.~~



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Document Changes

Date	Description of change	Reason for change	Elements affected
2/15/2019	Added accommodation field	Guidance	Accommodation Field
3/25/2019	Updated benchmarks for ACCUPLACER and SAT	Score Update	ACCUPLACER, SAT
1/26/2020	Modified the accommodations field	Expand and Define Field	Accommodations Elements
1/26/2020	Added new guideline type	New Guideline Type	Guideline Type
2/6/2020	Added guideline name codes for ACCUPLACER	New Test Structure	Guideline Name Codes
2/6/2020	Added Origin of Record Code	New Field	Origin of Record Code
9/4/2020	Added Local Measure to Guideline Score	COVID Response	Guideline Type/Score
2/24/2021	Local Measure Removed	LM was only provided as a GG option for the class of 2021	Guideline Name/Score
6/4/2021	Addition of AAF for ACCUPLACER	Additional Guideline Name	Guideline Name/Score
6/8/2021	Addition of '7' as valid score for AWK	New guidance from ACT WorkKeys	Guideline Score
8/17/2021	Changed acronym for Industry Certificate from 'CRT' to 'IC'	Inappropriate acronym originally assigned	Guideline Name Code
1/22/2022	Removed fields IEP_ACCOMMODATION, GT_ACCOMMODATION, EL_ACCOMMODATION, DISTRICT_OF_COMPLETION	Guidance	Accommodation Fields and District of Completion field
1/22/2022	Addition of '1' and '2' as valid score for AWK	Alignment to ACT WorkKeys score reports	Guideline Score
1/22/2022	Removal of '0' as a valid score for ASVAB	Alignment to ASVAB score reports	Guideline Score
1/22/2022	Removal of Guideline Name/Scores for Classic Accuplacer	Administration of Classic ACCUPLACER discontinued by Vendor	Guideline Score, Guideline Name, Guideline Code
2/17/2022	Clarified Guideline Type language	Graduation Guidelines Menu of Options language change	Guideline Type

