



2013–2014 Promotion Guide

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This document describes proposed revisions to Chancellor’s Regulation A-501 as of April 9, 2014. These changes will be voted on by the Panel for Educational Policy in May and are intended to go into effect this school year if approved.

Overview

Chancellor’s Regulation A-501 is the primary source for the DOE’s student promotion policy. The 2013–2014 Promotion Guide complements Chancellor’s Regulation A-501 by providing an explanation of the promotion policy, process, and timeline for principals and their staff, network staff, and community and high school superintendents.

Proposed Changes to the Promotion Policy for 2013-14

The promotion policy serves the important role of ensuring that students have the supports they need to build a strong foundation in math and literacy before entering the next grade level. In past years, promotion decisions for students with standard promotion criteria were based on students’ performance on the New York State English language arts (ELA) and math tests. As recent State legislation has recognized, relying on State test scores as the primary measure of readiness for the next grade has limited teachers’ ability to use their understanding of students’ knowledge and skills demonstrated throughout the year to make promotion decisions.

To address these concerns, the DOE is proposing the following changes to the promotion policy for students with standard promotion criteria in grades 3 through 8:

- Based on a review of student work from the year—including course grades, writing samples, projects, and other assignments—teachers and principals will identify the students they believe may be at risk of not being able to succeed in the next grade, even with support. As in prior years, in early June, we will let schools know which of their students were among the lowest-performing citywide on the State tests. Schools may use this information as one of multiple pieces of evidence to assess student readiness for the next grade level, but they may not use it as the primary factor in those decisions.
- Schools will complete promotion portfolios for students identified through this process as not making sufficient progress in English language arts or math. The promotion portfolios have been revised so that they align to the Common Core, represent a more authentic assessment of student learning, and include flexibility for schools to incorporate assessments and student work already completed throughout the school year.
- If a student’s promotion portfolio demonstrates that the student has not yet attained promotion benchmarks, the student will not be promoted in June, and the principal will recommend that the student attend summer school. Superintendents will review school-level decisions before June promotion decisions are finalized.
- For August promotion decisions, the New York City summer school test will be replaced with a holistic evaluation of each student’s readiness for the next grade level that incorporates summer school work into the promotion portfolio. Superintendents will continue to review promotion appeals in August for cases in which a parent disagrees with the principal’s decision.

See this [FAQ document](#) for additional information on the promotion policy and process.

Resources and Support for Schools

The [promotion page](#) on the Principals’ Portal contains all resources related to promotion policy, process, and systems.

For additional support or any questions about the promotion policy and process, school-based staff should contact their [network promotion point person](#). For questions about using the promotion screens in ATS, school-based staff should refer to the instructions on the [ATS Wiki](#) or contact their [network data applications specialist](#).

Promotion Timeline for Elementary and Middle Schools

Date	Action Step	Owner
Preparation for June Promotion Decisions		
January 31	Deadline to change IEP promotion criteria to be in effect for the 2013-2014 school year for students in grades 3-8 with <u>existing IEPs</u> . <i>This deadline is for the IEP conference date, as reflected in SESIS.</i>	All schools
Parent-Teacher Conferences	Provide ongoing communication to each parent regarding their child's progress.	All schools
April 1–May 2	New York State Test Administration <ul style="list-style-type: none"> • ELA: April 1–3 • Math: April 30–May 2 	All schools
Beginning May 6	Review the Promotion Criteria Report (RPCR) in ATS to ensure students' promotion criteria are accurate. Work with network teams to update source systems. In the event that the source system cannot be corrected, the school should use this tracker to escalate promotion criteria discrepancies to their network promotion point for review and possible update.	All schools
May–June 11	Promotion Portfolios Schools prepare promotion portfolios for identified students.	All schools
May 20	Deadline to establish IEP promotion criteria to be in effect for the 2013–2014 school year for students in grades 3–8 who are <u>initial referrals</u> to special education or students who are <u>new to NYC DOE</u> schools. <i>This deadline is for the IEP conference date, as reflected in SESIS.</i>	All schools
May	Principals submit vacation requests and designate back-up promotion decision.	All schools
June 2–6	Core Course Outcomes <ul style="list-style-type: none"> • Grade 8: Beginning June 3, core course outcomes that are finalized in STARS will transfer to ATS to pre-populate the TG&C function for schools. Courses that are not finalized by this time can be updated manually by schools in ATS. 	All schools
June Decisions		
June 9	Anticipated release of test outcomes in ATS for lowest performing students.	Central
June 11	Deadline for preparing promotion portfolios for students with standard promotion criteria.	All schools
June 9–11	Principals enter June promotion decisions in ATS (PDEC).	All schools
June 12–16	Superintendents review promotion decisions.	Superintendents
June 17	Schools print standardized June decision letters from ATS and send letters home.	All schools
July 1	Summer school begins.	Summer schools
August	Final New York State ELA and Mathematics test results are released.	NYSED

Preparation for August Decisions (Grades 3–8 Only)		
July 31	Last instructional day of summer school	Summer schools
August 4–5	Evaluation Days <ul style="list-style-type: none"> Schools review portfolios alongside summer school work and complete an <i>August Update: Promotion Portfolio Summary Sheet</i> for each student with standard promotion criteria. Schools review relevant data, including summer school work, for students with non-standard promotion criteria. Grade 8: Beginning July 28, core course outcomes that are finalized in STARS (term 7) will transfer to ATS to pre-populate the TG8C function for schools. Courses that are not finalized by this time can be updated manually by schools in ATS. 	Summer Schools
August Promotion Decisions (Grades 3–8 Only)		
August 8	Deadline to enter final August promotion decisions in ATS (PDEC).	All schools
August 7–11	Superintendents review promotion decisions at the school level.	Superintendents
August 12	August promotion decision notification letters are printed and mailed to families by Central based on final decisions. Letters will be generated automatically after decisions are reviewed by superintendents. <i>No action is required of schools.</i>	Central
August 25	Principals and superintendents begin to hear parent appeals to August promotion decisions.	All schools
September 4	First day of school for all students.	All schools

Promotion Standards and Promotion Decision Review Process

Promotion standards are the requirements students must meet to be promoted to the next grade level.

Promotion criteria are the different sets of promotion standards students must meet. Students’ promotion criteria are determined by their grade level, special education and/or English language learner information. This section of the guide outlines *promotion standards* and the *promotion decision review process* (the process for an additional review of promotion decisions for students who do not meet their promotion standards) for the various groups of students (including English language learners and students with IEPs) within each grade span:

- Exempted Students
- Grades Kindergarten–2
- Grades 3–7
- Grade 8
- Grades 9–12

Exempt Students

Several groups of students are exempt from the New York City Promotion Policy and not held to the promotion standards outlined in Chancellor’s Regulation A-501

- Students in pre-kindergarten
- English language learners (ELLs) in grades 3–7 who have been enrolled in a United States school system (USSS) for fewer than two years
- English Language Learners in grade 8 who have been enrolled in a USSS for less than one year
- Students with IEPs who do not participate in New York State ELA and math tests. These students participate in the New York State Alternate Assessment (NYSAA).

Students with these criteria appear as **EXM** in ATS.

Students with these criteria appear as **NON** in ATS.

Kindergarten–Grade 2

The promotion standards and promotion decision review process are the same for **all** students in grades kindergarten through 2, including ELLs and students with IEPs.

Students with these criteria appear as **LGR** in ATS.

Lower Grade Promotion Criteria	
Promotion Standard	Promotion Decision Process
Schools should review each student’s performance over the course of the school year to determine if the student is making progress toward meeting the Common Core Learning Standards for literacy and math.	<p>Parents should be notified and actively involved in reaching the decision. Principals make the promotion decision.</p> <ul style="list-style-type: none"> • For students with disabilities, the decision shall include consideration of the student’s grade-level progress and mastery of IEP goals. • For ELLs, the decision to promote or retain shall include consideration of the student’s language development; however, limited English proficiency alone may not be the sole basis for retention.

Grades 3–7

Students in grades 3–7 will have one of three different types of promotion criteria, depending on their special education or English language learner status:

- Standard
- Modified
- Multiple

Standard Promotion Criteria

These promotion standards apply to English-proficient students in grades 3–7, students with IEPs that specify they should be held to standard promotion criteria, and ELLs who have been enrolled in a USSS for six or more years.

Students with these criteria appear as **STD** in ATS.

Standard Promotion Criteria	
Promotion Standard	Promotion Decision Process
<p>Schools should review each student’s performance over the course of the school year to determine if the student has demonstrated sufficient progress toward meeting the Common Core Learning Standards in ELA and math.</p> <p>This review should include multiple measures of student performance, such as State test scores, course grades, report cards, samples of student writing, projects, assignments, and other performance-based student work. State test scores may not be the primary or major factor in promotion decisions.</p>	<p>June: If the promotion standard is not met, or if the school does not have enough evidence of student work to support a promotion decision, then the school completes a promotion portfolio in order to determine the student’s readiness for the next grade. The promotion portfolio manuals and student materials are available here.</p> <ul style="list-style-type: none"> • Students who meet the required benchmarks as described in the Promotion Portfolio Manuals, are promoted in June. • Students who do not meet the required benchmarks on the promotion portfolio are not promoted in June and are recommended for summer school. <p>August: For those students who were not promoted in June, the school reviews the June promotion portfolio alongside the summer school work and prepares a promotion review summary sheet for each student.</p> <ul style="list-style-type: none"> • Students who meet the required promotion benchmarks as described in the Promotion Portfolio Manuals are promoted in August. • Students who do not meet the required promotion benchmarks are retained. <p>Appeal: If the parent disagrees with the promotion decision, the parent may submit a written appeal to the principal by the end of August. The superintendent shall review the principal’s decision and make a final determination.</p>

Grades 3–7, continued

Modified Promotion Criteria

Modified promotion standards apply to grade 3–8 students with IEPs that specify they should be held to a modified promotion standard. If a student has modified IEP promotion criteria and qualifies for non-standard promotion criteria based on his/her English Language Learners Status, the student should be held to the modified promotion criteria.

The [Promotion Criteria Guidelines for Students with Disabilities in Grades 3–8](#) provides information on how promotion criteria should be determined, applied, and evaluated for students with IEPs.

Students with these criteria appear as **MOD** in ATS.

Modified Promotion Criteria	
Promotion Standard	Promotion Decision Process
Students must meet the modified promotion standards specified in their IEP to be promoted to the next grade. These standards are unique to each student and schools should check each student's IEP to verify his/her promotion standards.	<p>June and August: The school follows the process outlined in the Promotion Criteria Guidelines for Students with Disabilities in Grades 3-8.</p> <p>Appeal: If a promotion decision for a student with modified promotion criteria needs to be reviewed due to a parent appeal, the school should complete an additional review of the student's progress against the modified promotion standards specified in the student's IEP.</p>

Grades 3–7, continued

Multiple Promotion Criteria

ELLs in grades 3–7 will be held to varying promotion criteria based on their number of years of enrollment in a United States school system (USSS) and status as a student with interrupted formal education (SIFE).¹ These promotion standards apply to ELLs in grades 3–7 who have been enrolled in a USSS for at least two years, but fewer than six years or are SIFE.

Students with these criteria will appear as **MLT** in ATS.

A student’s number of years of enrollment in a USSS is maintained in the UYRE screen in ATS. Refer to the [ATS Wiki](#) for information about reviewing and updating this information.

Multiple Promotion Criteria	
Promotion Standards	Promotion Decision Process
<p>Students must:</p> <ul style="list-style-type: none"> Demonstrate sufficient progress in English as a Second Language (ESL) literacy development in alignment with Common Core Learning Standards for ELA as evidenced by multiple measures, which may include: student work, course grades, and DOE-issued ELL periodic assessments; <p>AND</p> <ul style="list-style-type: none"> Demonstrate sufficient progress toward attaining Common Core Learning Standards for math taught either in the student’s native language or using ESL methodologies; or attain sufficient progress in math taught using ESL methodologies as evidenced by student work. 	<p>June: The school reviews these criteria to determine whether the student has met the promotion standards.</p> <ul style="list-style-type: none"> Students who meet these standards are promoted in June. Students who do not meet these standards are recommended for summer school. <p>August: The school considers the student’s summer school work and assessment data from the NYSESLAT, if available.</p> <ul style="list-style-type: none"> Students who meet these standards are promoted in August. Students who do not meet these standards in August are retained. <p>Appeal: If the parent disagrees with the promotion decision, the parent may submit a written appeal to the principal by the end of August. The superintendent shall review the principal’s decision and make a final determination.</p>

¹ ELLs in grades 3–7 enrolled in a USSS for fewer than two years are exempt from promotion standards. ELLs enrolled in a USSS for six or more years are held to standard promotion criteria.

Grade 8

Students in grade 8 have one of three different types of promotion criteria, depending on their special education and ELL status:

- Standard
- Modified
- Multiple

Standard Promotion Criteria

These promotion standards apply to grade 8 students in general education, students with IEPs that specify they should be held to standard promotion criteria, and ELLs who have been enrolled in an USSS for four or more years.

Students with these criteria will appear as **STD** in ATS.

Standard Promotion Criteria	
Promotion Standard	Promotion Decision Review Process
<p>Schools should review each student’s performance over the course of the school year to determine if the student has demonstrated sufficient progress toward meeting the Common Core Learning Standards in ELA and math.</p> <p>This review should include multiple measures of student performance, such as State test scores, course grades, report cards, samples of student writing, projects, assignments, and other performance-based student work. State test scores may not be the primary or major factor in promotion decisions.</p> <p>AND</p> <p>Students must pass all core courses (ELA, math, science, and social studies).²</p>	<p>June:</p> <p>If the student does not pass all core courses, he or she is not promoted in June and is recommended for summer school.³</p> <p>If the student passes all core courses, but the school determines that he or she has still not demonstrated sufficient progress toward meeting the Common Core Learning Standards in ELA and math, then the school completes a promotion portfolio in order to determine the student’s readiness for the next grade. The promotion portfolio manuals and student materials are available here.</p> <ul style="list-style-type: none"> • Students who meet the required benchmarks as described in the Promotion Portfolio Manuals and pass all core courses, he or she is promoted in June. • Student who do not meet the required benchmark on the promotion portfolio, he or she is not promoted in June and is recommended for summer school. <p>August:</p> <p>Students who did not meet the core course requirement in June are promoted if they pass all failed core courses in summer school.</p> <p>For students who passed all core courses in June but did not demonstrate sufficient progress through a promotion portfolio, the school reviews the June promotion portfolio alongside the summer school work and prepares a promotion review summary sheet for each student.</p> <ul style="list-style-type: none"> • Student who meet the required promotion benchmarks as described in the Promotion Portfolio Manuals are promoted in August. • Students who do not meet the required promotion benchmarks are retained. <p>Appeal: If the parent disagrees with the promotion decision, the parent may submit a written appeal to the principal by the end of August. The superintendent shall review the principal’s decision and make a final determination.</p>

² The core course for each subject area is the primary course that the student has attended for one full school year in each of the four subject areas. The definition of a “passing” grade is determined by each school in accordance with their grading policies.

³ There is no portfolio process to address failed core course grades. Parents or guardians and students may appeal the course grade directly to the principal in June.

Grade 8, continued

Modified Promotion Criteria

Modified promotion standards apply to grade 3–8 students with IEPs that specify they should be held to a modified promotion standard. If a student has modified IEP promotion criteria and qualifies for non-standard promotion criteria based on his/her English Language Learners Status, the student should be held to the modified promotion criteria.

The [Promotion Criteria Guidelines for Students with Disabilities in Grades 3–8](#) provides information on how promotion criteria should be determined, applied, and evaluated for students with IEPs.

Students with these criteria appear as **MOD** in ATS.

Modified Promotion Criteria	
Promotion Standard	Promotion Decision Process
Students must meet the modified promotion standards specified in their IEP to be promoted to the next grade. These standards are unique to each student and schools should check each student’s IEP to verify his/her promotion standards.	June and August: The school follows the process outlined in the Promotion Criteria Guidelines for Students with Disabilities in Grades 3-8 .
	Appeal: If a promotion decision for a student with modified promotion criteria needs to be reviewed due to a parent appeal, the school should complete an additional assessment of the student’s progress against the modified promotion standards specified in the student’s IEP.

Grade 8, continued

Multiple Promotion Criteria

ELLs in grade 8 will be held to varying promotion criteria based on their number of years of enrollment in a United States school system (USSS) and status as a Student with Interrupted Formal Education (SIFE).⁴

A student's number of years of enrollment in a USSS is maintained in the UYRE screen in ATS. Refer to the [ATS Wiki](#) for information about reviewing and updating this information.

Students with these criteria appear as **ML8** in ATS.

ELLs in grade 8 enrolled in an USSS for at least one year but fewer than two years and Students with Interrupted Formal Education (SIFE):

Multiple Promotion Criteria (ML8)	
Promotion Standard	Promotion Decision Review Process
<p>Students must:</p> <ul style="list-style-type: none"> Demonstrate sufficient progress in English as a Second Language (ESL) literacy development in alignment with Common Core Learning Standards for ELA as evidenced by multiple measures, which may include: student work, course grades, and DOE-issued ELL periodic assessments; and Demonstrate sufficient progress toward attaining the Common Core Learning Standards in math, as evidenced by student work. 	<p>June: The school reviews these criteria to determine whether the student has met the promotion standards.</p> <ul style="list-style-type: none"> Students who meet these standards are promoted in June. Students who do not meet these standards are recommended for summer school. <p>August: The school considers the student's summer school work and assessment data from the NYSESLAT, if available.</p> <ul style="list-style-type: none"> Students who meet these standards are promoted in August. Students who do not meet these standards in August are retained. <p>Appeal: If the parent disagrees with the promotion decision, the parent may submit a written appeal to the principal by the end of August. The superintendent shall review the principal's decision and make a final determination.</p>

⁴ ELLs in grade 8 enrolled in a USSS for less than one year are exempt from promotion criteria, and ELLs enrolled in a USSS for four or more years are held to standard promotion criteria.

Grade 8, continued

Multiple Promotion Criteria, continued

Students with these criteria appear as **MT8** in ATS.

ELLs in grade 8 enrolled in a USSS for at least two years but fewer than four years:

Multiple Promotion Criteria (MT8)	
Promotion Standard	Promotion Decision Review Process
<p>Students must:</p> <ul style="list-style-type: none"> Achieve expected gains on either the NYSESLAT or the DOE-issued ELL periodic assessments; or demonstrate sufficient progress toward attaining the Common Core Learning Standards in ELA; and Demonstrate sufficient progress toward attaining the Common Core Learning Standards in math, as evidenced by student work. 	<p>June: The school reviews these criteria to determine whether the student has met the promotion standards.</p> <ul style="list-style-type: none"> Students who meet these standards are promoted in June. Students who do not meet these standards are recommended for summer school.
	<p>August: The school considers the student’s summer school work and assessment data from the NYSESLAT, if available.</p> <ul style="list-style-type: none"> Students who meet these standards are promoted in August. Students who do not meet these standards in August are retained.
	<p>Appeal: If the parent disagrees with the promotion decision, the parent may submit a written appeal to the principal by the end of August. The superintendent shall review the principal’s decision and make a final determination.</p>

Overage and/or Previously Retained Provision

Students in grades 3–8 who are overage **and/or** who have been previously retained are held to their applicable promotion criteria in June as outlined above. However, in August, principals may recommend promotion for these students after determining whether the students have demonstrated gains. In August, when principals make their final promotion decisions, they will enter any recommendations to promote students on the basis of the overage and/or previously retained provision in ATS ([PDEC](#)).

Definitions

- **Overage:** Student is two or more years overage for his/her grade level by December 31 of current school year.
- **Previously Retained:** Student was retained in his/her current, or prior two grade levels.

Grade Level	Norm Age	Overage	Previously Retained in Grade
8	14	16	8, 7 or 6
7	13	15	7, 6 or 5
6	12	14	6, 5 or 4
5	11	13	5, 4 or 3
4	10	12	4, 3 or 2
3	9	11	3, 2 or 1

Promotion Timeline for High Schools

Date	Action Step	Owner
June Promotion Decisions		
June 3, 17–25	Regents exams/Regents competency tests	All Schools
June 23–26	Principals identify students who are not on track to meet promotion/graduation requirements in ATS (PDHS).	All Schools
June 25–27	Schools print standardized June decision letters (for students who are not on track to meet promotion/graduation requirements) and send letters home to families.	All Schools
July 1	Summer School begins.	Summer schools
August 12	Last instructional day of summer school.	Summer schools
August 13-14	Regents exams	Summer schools
August 15	Regents scoring day	Summer schools

Promotion Standards and Graduation Requirements for High Schools

Promotion decisions for students in grades 9–11 are made by the principal and are based on credit accumulation and successful completion of course work. The grade-by-grade promotion standards listed below reflect only the minimum criteria for promotion from the student’s current grade to the next grade. Additional details about High School Graduation Requirements are available [here](#).

General Education Students and ELLs

Grade	Coursework/Exams	Credits
Grade 9	Successful completion of standards in academic subject areas	8
Grade 10	Successful completion of standards in academic subject areas	20
Grade 11	Successful completion of standards in academic subject areas	30
Grade 12 Regents Diploma	Score 65 or above on 5 required Regents exams (Required Regents exams include English, Math, Global History, U.S. History, and Science)	44

Students with IEPs

The promotion standards for high school grade students with IEPs are outlined in the chart below. Every effort should be made to have students meet the requirements listed below for a Regents Diploma. However, students with disabilities may also earn a Local Diploma through a safety net provision outlined below.

Grade	Coursework/Exams	Credits
Grade 9	Successful completion of standards in academic subject areas	8
Grade 10	Successful completion of standards in academic subject areas	20
Grade 11	Successful completion of standards in academic subject areas	30
Grade 12 Local Diploma	Score 55 or above on 5 required Regents exams and/or pass RCTs. ⁵	44
Grade 12 Regents Diploma	Score 65 or above on 5 required Regents exams (Required Regents exams include English, Math, Global History, U.S. History, and Science)	44

⁵ Students with Disabilities who fail a required Regents exam may take the Regents Competency Tests (RCTs). If they pass the RCT, they will receive credit toward a local high school diploma. In all cases, the student must take the required Regents exam but may take the RCT before or after the Regents exam.