

Promotion Implementation Guide

OVERVIEW

The NYCDOE’s student 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. This promotion guide provides an explanation of the NYCDOE’s promotion policy, as defined in [Chancellor’s Regulation A-501](#), and the systems used to support the promotion process. This guide also outlines the promotion process, provides a timeline of events, and answers frequently asked questions for principals, school staff, and superintendents.

For additional support on promotion policy and related systems, refer to the [Promotion InfoHub page](#) and the [ATS wiki](#) or contact your [academic policy and systems lead](#).

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SUMMARY

Promotion is the process by which teachers determine if students have learned enough content and skills to be successful in the next grade level.

Students may have different **promotion criteria** based on their grade level, criteria specified on their Individualized Education Programs (IEPs), and/or English language learner (ELL) status.

Schools must choose their **promotion benchmarks**, which are the specific academic standards all students must meet to be promoted to the next grade level at the end of the school year. Students are then assessed on their progress towards these benchmarks, using multiple measures that schools also choose, to ensure that they have many opportunities to demonstrate their knowledge and abilities.

Throughout the year, teachers and principals regularly review students' academic performance and identify students who, even with additional support and interventions, may be at risk of not meeting the defined promotion benchmarks for their grade level. Students are assessed holistically, using **multiple measures**, such as course grades and report cards, writing samples, projects, assignments, and other performance-based student work.

At the end of the year, if students have met grade-level promotion benchmarks according to their promotion criteria, then they are promoted to the next grade level. If schools have concerns about students' level of preparation for the next grade level because they have not yet met the promotion benchmarks, then they are not promoted in June. These students have the opportunity to attend summer school. In August, the principal again reviews the students' progress and makes final promotion determinations according to their promotion criteria.

Families can access information about the promotion process on the [NYCDOE website](#).

TIMELINE OF EVENTS

The promotion process includes multiple steps throughout the year, described briefly below and in more detail throughout this guide. See the [Promotion and Summer School Operations wiki page](#) for a calendar of promotion-related events, including the opening and closing dates of promotion-related functions in ATS.

- At the **beginning of the school year**, schools define the [promotion benchmarks](#) students must meet in order to be ready for the next grade level, and establish the [multiple measures](#) that will be used to assess students' progress toward the promotion benchmarks at each grade level. Schools share promotion benchmarks with families as part of communications about expectations for the school year.
- In the **fall**, schools hold parent-teacher conferences and send report cards home to provide [early notice to families](#) of how students are progressing. This early notification provides an opportunity to review student work, discuss strategies and interventions, and clarify responsibilities in moving the student toward meeting promotion benchmarks.
- In **January and February**, schools designate students who may be at risk of not meeting the promotion benchmarks for their grade level and send written notice (known as [promotion in doubt](#) letters) to their families.
- [In the spring](#), schools hold parent-teacher conferences and send home report cards to inform families and students of their progress and anticipated promotion decision.
- In **June**, schools make [promotion decisions](#), which they communicate to families via letters mailed home.
- In **July**, students who were not promoted in June attend [summer school](#).
- In **August**, schools make [final promotion decisions](#) for students in grades 3–8 who were not promoted in June (meaning students who were mandated for summer school and students who did not have a promotion decision entered in June). Families receive written notice of the final

promotion decision. Families may [appeal](#) these decisions to the principal, in writing, and the superintendent makes the final determination.

I. DEFINE PROMOTION BENCHMARKS

At the beginning of the school year, schools must define their promotion benchmarks. These are the benchmarks in English language arts (ELA) and math that students must achieve in order to be promoted to the next grade level. Promotion benchmarks should represent the content and skills students need to master or show sufficient progress toward to be ready for the next grade level. Schools should communicate grade-level benchmarks to students and families in the fall so that there is a shared understanding of the promotion process.

Promotion benchmarks should be consistent across each grade level within a school. This ensures that all students in a grade are held to the same promotion benchmarks and enter the next grade having demonstrated the same level of readiness.

II. ESTABLISH MULTIPLE MEASURES OF PERFORMANCE

At the beginning of the school year, schools also must establish the multiple measures of performance they will use to assess student progress toward New York State Education Department (NYSED) learning standards and promotion benchmarks in ELA and math. Schools should assess students holistically, using multiple measures, such as course grades and report cards, writing samples, projects, assignments, and other performance-based student work.

By establishing multiple measures of performance, schools give students many opportunities to demonstrate their mastery of skills and content knowledge. Students should have the opportunity to reflect their progress across multiple modalities as to provide teachers with an accurate picture of what they know and understand. For example, schools may use a school-developed assessment of students' progress towards ELA promotion benchmarks. However, the assessment cannot be the only measure used to evaluate students' progress. Instead, teachers may choose to use students' performance on the assessment alongside an oral project, a listening comprehension exercise and a practical application of skills in order to determine progress toward the promotion benchmarks. By varying the types of assessments used over the course of the school year, schools can get a complete picture of what a student knows and understands, and how the student has progressed.

Other factors to consider when establishing multiple measures of academic performance include:

- While promotion benchmarks must be the same across a grade, teachers may use different measures of progress for their class or on a student-by-student basis. Teachers know their students well; they should use multiple measures that accurately assess the progress of each individual student.
- Teachers should assess students' progress in each of the language modes (reading, writing, speaking, and listening). It is especially important that teachers assess ELLs in each of the language modes as proficiency in each may develop at different rates.
- Schools must assess students with IEPs, students with Section 504 plans, ELLs, and former ELLs with the accommodations, supports, and services they are entitled to. Schools must use measures of performance that do not preclude a student from receiving their testing accommodations or access to required assistive technology. Testing accommodations apply to all assessments listed in a student's IEP or Section 504 plan, unless it changes that construct of the test.

The following are example measures of performance schools may use to assess student progress against NYSED learning standards in ELA and math. The list is not inclusive of all measures available to schools; schools may choose to use some, many, or none of the following, as long as multiple measures are used.

Example Measures for ELA

- Assignments and assessments in which students are provided material in writing, orally, or digitally, and in which students are asked to provide answers in writing or orally (e.g. guided reading questions, paragraph or essay response, multiple choice)
- Project-based learning that includes multiple measures of performance, such as a written component and a spoken or visual representation (e.g. debate)
- Course grades/ report card marks

Example Measures for Math

- Assignments and assessments in which students are provided material in writing, orally, or digitally, and in which students are asked to provide answers in writing or orally (e.g. constructed response problems, open-ended math problems, multiple choice)
- Group or individual project-based learning that requires a practical application of skills
- Course grades/ report card marks

III. EARLY NOTICE TO FAMILIES

In the fall, parent-teacher conferences and report cards give early notice to parents of how their child is progressing toward the promotion benchmarks. This early notification provides an opportunity to review student work, discuss strategies and interventions, and clarify responsibilities for supporting the student in meeting promotion benchmarks.

Early notice should also include an explanation of promotion benchmarks and which multiple measures the teacher will be using to assess progress toward the benchmarks. For high school students, early notice should include an explanation of what credits the student has accumulated and their progress towards graduation. For students with disabilities, IEP meetings are another opportunity to discuss promotion criteria and the multiple measures that will best assess the student's progress in ELA and math.

Best practice: Use parent-teacher conferences and report cards to confirm the student's address in ATS, which is where schools mail promotion in doubt letters, June promotion decision letters, and summer school letters.

IV. PROMOTION IN DOUBT- Updated January 3, 2022

The Promotion in Doubt (PID) process is when schools formally notify families, in writing, that their child is at risk of not meeting promotion benchmarks and may be retained in the same grade level next school year. When designating students as promotion in doubt, schools must consider students' promotion criteria. Schools must designate students as PID based on a holistic review of their progress in English language arts and math, using multiple measures. For students in grade 8, schools must also review student progress in science and social studies. For high school students, student progress is based upon credit accumulation and exams. Schools should also designate students as PID if there is insufficient information available to determine students' academic progress. Additional information about promotion criteria can be found in the [June Promotion Process](#) section and in [Appendices A](#) and [B](#).

The PID process, which occurs in January and February, enables schools and families to plan the supports and interventions students need to meet promotion benchmarks or graduation requirements by June. For students with disabilities, IEP teams may need to reconvene to discuss changes to accommodations, supports, and services if a student is not making progress with their current educational program.

ATS Designation of Students as PID

Schools must identify which students are at risk of not meeting promotion benchmarks and designate these students as promotion in doubt using the [UPID](#) function in ATS. Schools must identify the subject area(s) in which the student is lagging and would benefit from further supports and interventions. Subject area designations include:

- Grades K–2: No subject area designation required in ATS
- Grades 3–7: English language arts (ELA) and/or math
- Grade 8: English language arts (ELA) and/or math; and core courses (ELA, social studies, math, science)
- Grades 9–12: credit accumulation and passing Regents exams

Written Notice to Families

ATS automatically assigns a promotion in doubt letter to students who schools designate as PID. The PID letters reflect students' grade level and the subject areas marked as PID. A promotion in doubt letter key is available on the [Promotion in Doubt page](#).

Schools must print promotion in doubt letters using the [PIDL](#) function in ATS and send them to families no later than February 15. Guidance for how to share PID letters will be available by mid-January on the [Promotion in Doubt page](#).

If a family's preferred written language is not English, as indicated in the school's records and/or as printed in the top right corner of the English PID letter generated by ATS, schools should download the matching version of the letter from the [Promotion in Doubt page](#) and send both the English letter and the translated letter.

V. CONTINUED NOTICE TO FAMILIES

Throughout the school year, schools should continue to update parents on their child's progress towards meeting promotion benchmarks. Continued outreach and notification of a student's progress includes, but is not limited to, phone calls, report cards, and spring parent-teacher conferences.

VI. JUNE PROMOTION PROCESS

In May and June, teachers use [multiple measures of performance](#) to determine if students are ready for the next grade level. Schools assess students on their progress towards these benchmarks using different promotion criteria. Promotion criteria is based on grade level, a student's IEP, and/or English language learner (ELL) status. The decision-making process for each promotion criteria is described below and in [appendices A](#) and [B](#).

- **LGR**: Students in kindergarten–grade 2
- **STD**: Students in grades 3–8 held to standard promotion criteria

- **MOD**: Students with IEPs in grades 3–8 held to modified promotion criteria
- **MLT, ML8, MT8**: English language learners in grades 3–8, based on number of years in a United States school system and status as a student with interrupted formal education (SIFE)
- **STD**: Students in grades 9–12
- **EXM and NON**: Students who are not held to promotion standards
- **Overage and previously retained**

Students in Kindergarten–Grade 2 (LGR)

Schools review each student’s performance over the course of the school year to determine if the student is making progress towards meeting the grade-level learning standards in literacy and math. Schools must notify a student’s family in the spring if promotion is considered not to be in the child’s best interest and actively involve them in reaching a decision to retain the student. For students with an IEP, the decision shall consider the student’s grade-level progress, mastery of IEP goals, and current supports and services. For ELLs, the decision shall consider the student’s language development; however, limited English proficiency alone may not be the sole basis for retaining a student.

Students in Grades 3–8 Held to Standard Promotion Criteria (STD)

The majority of students in grades 3–8, including the majority of students with IEPs and ELLs, are held to standard promotion criteria. Students held to standard promotion criteria work towards the same grade-level promotion benchmarks in ELA and math (as defined by the school) and go through the following process.

Teachers determine if students are ready for the next grade level reviewing [multiple measures of performance](#) from throughout the school year. While promotion benchmarks must be the same across a grade, teachers may use different measures of progress for their class or on a student-by-student basis. It is important for teachers to know their students well and use multiple measures that accurately assess the each student’s progress.

Schools that need more evidence to determine the student’s readiness for the next grade level should compile a collection of student work and administer a [promotion portfolio](#) in ELA and/or math. Guidance on promotion portfolios will be included on the [Promotion portfolios](#) each year. Students with IEPs, students with Section 504 Plans, ELLs and former ELLs must be provided with the testing accommodations, supports and services they are entitled to when completing the promotion portfolios, unless the testing accommodations alter the construct of the test.

Principals make promotion recommendations based on the ELA and math skills demonstrated in each student’s portfolio. For students in grade 8 with standard promotion criteria, promotion decisions are also based on passing all four-core courses (English, math, science, and social studies). If a student meets the grade-level promotion benchmarks or if student’s promotion portfolio demonstrates they have met promotion benchmarks, then they are promoted to the next grade level. If a student’s promotion portfolio demonstrates they have not yet attained promotion benchmarks, then they are not promoted in June and are mandated to attend summer school.

Students with IEPs in Grades 3–8 Held to Modified Promotion Criteria (MOD)

Most students with IEPs should be held to standard promotion criteria. This is to ensure that students with disabilities are held to the same rigorous expectations as their peers and enter the next grade-level having demonstrated an understanding of the same academic standards. Students who demonstrate academic progress commensurate with their non-disabled peers, when provided with appropriate accommodations and specially designed instruction, should be recommended for standard promotion criteria. This is particularly important when planning for the transition to high school, as all high school students are held to standard promotion criteria.

There are some students with disabilities in grades 3–8 whose rate of progress and impact of disability are so severe that they are unable to meet their school’s promotion benchmarks even when they are provided with appropriate special education supports and services, accommodations, and specially designed instruction. These students may be held to modified promotion criteria in ELA and/or math. Students with modified promotion criteria are held to the ELA and math criteria specified in their IEP at the time the promotion decision is being made. Students in grade 8 also must pass all four-core courses (ELA, social studies, math, and science) to be promoted to grade 9.¹

Best practice: Because all students, including students with IEPs, have multiple ways to demonstrate sufficient progress towards promotion benchmarks through multiple measures, IEP teams should carefully consider whether a student truly needs modified promotion criteria to ensure that they are retained due to the impact of their disability. If a student is able to demonstrate progress using multiple measures, then a student is to be held to standard promotion criteria, not modified promotion criteria. For information on when and how to develop, apply and evaluate students’ modified promotion criteria, see the [Special Education Office’s promotion page](#).

English Language Learners in Grades 3–8

English language learners in grades 3–8 are held to promotion criteria based on their number of years of enrollment in a United States school system (USSS) and their status as a student with interrupted formal education (SIFE). Number of years of enrollment in a USSS is maintained in the ATS– [UYRE](#) screen.

- **MLT:** Students in grades 3–7 who are ELLs and have been enrolled in a USSS for **at least two years, but fewer than six years**, or who are Students with Interrupted Formal Education (SIFE)
 - Students must demonstrate sufficient progress in English as a New Language (ENL) literacy development in alignment with learning standards for ELA as evidenced by multiple measures.
 - Students must demonstrate sufficient progress toward attaining learning standards for math taught either in the student’s native language or using ENL methodologies; or attain sufficient progress in math taught using ENL methodologies as evidenced by student work.
- **ML8:** Students in grade 8 who are ELLs and have been enrolled in a USSS for **at least one year but fewer than two years**, or who are Students with Interrupted Formal Education (SIFE)
 - Students must demonstrate sufficient progress ENL literacy development in alignment with learning standards for ELA as evidenced by multiple measures.
 - Students must demonstrate sufficient progress toward attaining learning standards in math, as evidenced by student work.

¹ Beginning in school year 2017–2018, modified promotion criteria is defined by a student’s skills-based academic annual goals in ELA and/or math, rather than the standards-based checklist that was previously used.

- **MT8:** Students in grade 8 who are ELLs and have been enrolled in an USSS **for at least two years but fewer than four years**
 - Students must achieve expected gains on either the NYSESLAT or the DOE-issued ELL periodic assessments, or demonstrate sufficient progress toward attaining ELA learning standards.
 - Students must demonstrate sufficient progress toward attaining math learning standards, as evidenced by student work.

Students in Grades 9–12 (STD)

Principals make promotion decisions for students in grades 9–12 based on credit accumulation and passing Regents exams. All students who participate in standard State assessments in grades 9–12 are held to these benchmarks, including students with IEPs and ELLs.

The chart below reflects the minimum criteria students must meet to be promoted to the next grade level. Students who do not meet these requirements in June attend summer school to make up credits and attempt Regents exams.

Grade Level	Minimum Credits
9	8 credits
10	20 credits (Including four in English and four in social studies)
11	30 credits
12– graduation ²	44 credits in required subject areas and a passing score on English, a math, a science, a social studies and a fifth Regents exam.

Students Not Held to Promotion Standards

The following students are not held to the promotion standards outlined in [Chancellor’s Regulation A-501](#):

- **EXM:** Students in pre-kindergarten
- **EXM:** ELLs in grades 3–7 who have been enrolled in a United States school system (USSS) for fewer than two years
- **EXM:** ELLs in grade 8 who have been enrolled in a USSS for less than one year
- **NON:** Students with IEPs who participate in alternate assessments

Students who are ‘EXM’ and ‘NON’ are not held to promotion benchmarks. These students are promoted to the next grade at the end of a school year. Only in rare circumstances, when the school and family decide that it is in the child’s best interest, should the principal retain a student who is not held to promotion standards. Principals may not base these decisions on a student’s language acquisition or progress towards learning standards.

Provision for Students who are Overage and/or Previously Retained

² See the [High School Academic Policy Guide](#) for completion information regarding graduation requirements.

Students in grades 3–8 who are overage (meaning two or more years overage for the grade level by December 31 of the current school year) and/or who have been previously retained in the current grade level or prior two grade levels, are held to their applicable promotion criteria in June.

Grade Level	Typical 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

In August, principals may recommend that these students be promoted if the students have demonstrated gains on multiple measures, even if they have not met the promotion benchmarks for their grade level. Principals then enter final promotion decisions in ATS using the [PDEC](#) function, in accordance with the [August promotion decision timeline](#). **Overage and/or previously retained students cannot be promoted mid-year; principals must make the decision to promote or retain in June and August.**

Enter Promotion Decision in ATS and Written Notice to Families

Throughout June, schools must enter promotion decisions for students in grades K–8 using the [PDEC](#) function and for students in grades 9 – 12 using the [PDHS](#) function. See the [Promotion and Summer School Operations wiki page](#) for the June promotion calendar.

After promotion decisions are complete, schools send standardized decision letters using the [JUPL](#) function in ATS. **Schools also send letters related to summer school that include the summer school start date and location.** Guidance for sharing June promotion decision letters will be available by mid-June on the [June Promotion Decisions Infohub page](#).

If a family’s preferred written language is not English, as indicated in the school’s records and/or as printed in the top right corner of the English promotion decision letter generated by ATS, schools should [download](#) the matching version of the letter from the [June Promotion Decisions Infohub page](#). In this situation, schools should send both the English and the translated letters.

VII. SUMMER SCHOOL

Students who are not promoted in June are mandated to attend summer school for their designated subject areas. Refer to the summer school programming guide on the [Academic Policy Resources Infohub page](#) for academic policies and systems related to summer instruction.

VIII. AUGUST PROMOTION PROCESS

At the end of summer school, schools review students’ June promotion portfolios and summer school work to complete a promotion portfolio summary sheet using the guidance and materials on the

[Promotion Portfolio Infohub page](#) for each student with standard promotion criteria. Principals use this information to determine if the student has demonstrated readiness for the next grade level. For students with [non-standard promotion criteria](#), principals review relevant data, including summer school work, to make a final promotion decision based on the student's specific promotion criteria. Schools must enter final promotion decisions for students who were retained or received no promotion decision in June using the [PDEC](#) function in ATS. Superintendents review these promotion outcomes using [FDEC](#) in ATS. Final promotion decisions are shared with families in late August. Guidance for how to share August promotion decision letters will be available by early August on the [August Promotion Decisions Infohub page](#).

For students with disabilities who are retained, IEP teams should reconvene to discuss potential changes to the student's IEP, accommodations, supports, and services.

IX. APPEALS

If a parent or guardian of a student in grade 3-8 disagrees with the final promotion decision, they may submit an appeal, *in writing*, to the principal last week of August. After receiving the request, principals or their designees must enter the appeal in ATS using the appropriate [RQSA](#) function:

- Grade Change Request ([GRC](#)) – to submit an appeal/grade-level change request within the same school (for example, from grade 3 to grade 4). If the superintendent approves the request, the student's grade level automatically changes in ATS.
- Promotion Appeal Transfer ([PAT](#)) – to submit an appeal/grade-level change request that would result in a transfer to a list notice school (for example, from grade 8 to grade 9). If the superintendent approves the request, the school should contact their [academic policy and systems lead](#) to ensure the student is moved to the correct grade level in ATS. Principals should also email their superintendent a copy of the written appeal, supporting documentation, and any other pertinent information. Superintendents will review the appeal, the student's promotion portfolios, and other relevant work in order to make a final determination. Principals are responsible for notifying the family of the final promotion decision.

APPENDIX A: PROMOTION CRITERIA CHECKS AND CORRECTIONS

In January and May, schools should examine student promotion criteria in ATS and update source systems, as needed, to ensure promotion criteria is accurate and appropriate. Schools can check students' promotion criteria using the [RPCR](#) function in ATS and looking at the information in the "PROMO CRITERIA" column. The criteria listed in this column reflects a number of factors, including students' grade level, the information listed on a student's Individualized Education Plan (IEP) in SESIS, and the number of years an English Language Learner (ELL) has been enrolled in a United States school system (USSS). Schools can refer to the [Promotion Criteria Logic Chart](#) (also found in [Appendix B](#)) to understand the logic ATS uses to assign promotion criteria. This early check ensures that schools are using the correct promotion criteria when reviewing student progress and making promotion in doubt decisions.

- Students with disabilities are held to promotion criteria, as determined by the student's IEP team and documented on the student's IEP in SESIS. While most students with IEPs should be held to standard promotion criteria, there are some students who participate in State and citywide assessments for whom modifications to these criteria may be necessary due to the nature or severity of their disability.
- To ensure that students are being held to consistent promotion benchmarks and decision process throughout the school year, promotion criteria for students with IEPs must be up dated in accordance with specific timelines.
 - January 31: IEPs must reflect the appropriately rigorous promotion criteria that students will be held to for the current school year
 - Mid-may: Deadline for IEPs to reflect the appropriately rigorous promotion criteria that students will be held to for the current school year
- For information on how to develop promotion criteria for these students and how to document students' promotion criteria in the IEP, see the [Special Education Office's promotion page](#).
- English Language Learners (ELLs) are held to promotion criteria, as determined by the number of years enrolled in a United States school system (USSS) and/or their status as a Student with Interrupted Formal Education (SIFE).
- The [UYRE](#) function in ATS calculates the total years a student has been enrolled with the NYCDOE (accounting for discharges). Schools should use this function, when necessary, to add additional periods of enrollment in in a USSS. United States school system is defined as schools in the 50 States and the District of Columbia; it does not include Puerto Rico. This information is also used in April to determine ELL students' eligibility for exemption from the NYS ELA test and to determine ELL students' promotion criteria.

APPENDIX B: PROMOTION CRITERIA LOGIC

Promotion governs how students in grades K–12 progress to the next grade level after it is determined they have met the appropriate academic standards. Promotion criteria are designated in ATS with three-letter codes, as described in the following tables.

Promotion criteria are based on the following:

- Grade level (kindergarten–2, grades 3–7, grade 8, and grades 9–12)
- For students with disabilities, the criteria specified on a student’s IEP
- For students who are English language learners, years in a United States School System (USSS) and status as a Student with an Interrupted Formal Education (SIFE)

Promotion Criteria for General Education Students

Promotion criteria for students who do not have an IEP and are not English language learners (ELLs):

Grade Level	Promotion Criteria
K–2	LGR
3–8	STD
9–12	STD

Promotion Criteria for Students with an IEP

Promotion criteria for students with an Individualized Education Plan (IEP):

Grade Level	Promotion Criteria
K–2	LGR
3–8	<ul style="list-style-type: none"> • Students who participate in alternate assessments (NYSAA): NON • Students who participate in standard State assessments and have standard promotion criteria specified on their IEP: STD³ • Students who participate in standard State assessments and have modified promotion criteria specified on their IEP: MOD
9–12	<ul style="list-style-type: none"> • Students who participate in alternate assessments (NYSAA): NON • Students who participate in standard State assessments: STD

If an ELL also has an IEP that recommends modified promotion criteria (MOD), teachers must use the modified promotion criteria listed on the student’s IEP when making promotion decisions. If an ELL has an IEP that recommends standard promotion criteria (STD), teachers must use the promotion criteria based on the number of years a student has been in the USSS.

Promotion Criteria for Students Who are English Language Learners (ELLs)

³ Most students with IEPs should be held to the same standard promotion criteria as their non-disabled peers (STD). Students who demonstrate academic progress commensurate with their non-disabled peers when provided with appropriate accommodations and specially designed instruction are recommended for standard criteria.

If an ELL also has an IEP that recommends modified promotion criteria (MOD), teachers must use the modified promotion criteria listed on the student’s IEP when making promotion decisions. If an ELL has an IEP that recommends standard promotion criteria (STD), teachers must use the promotion criteria based on the number of years a student has been in the USSS.

Grade Level	Promotion Criteria
K–2	LGR
3–7	<ul style="list-style-type: none"> • Students who have been in a USSS for 0–2 years: EXM • Students who are SIFE or have been in a USSS for 2–6 years: MLT • Students who have been in a USSS for 6 or more years: STD
8	<ul style="list-style-type: none"> • Students who are SIFE or have been in a USSS for 0–1 year: EXM • Students who have been in a USSS for 1–2 years: ML8 • Students who have been in a USSS for 2–4 years: MT8 • Students who have been in a USSS for greater than or equal to 4 years: STD
9–12	STD