

The DOE'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 DOE'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 community and high school superintendents.

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

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## OVERVIEW

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

Promotion benchmarks are the academic standards students must meet to be promoted to the next grade level at the end of the school year. Students are assessed on their progress towards these benchmarks using different promotion criteria based on their grade level, the criteria specified on their Individualized Education Programs (IEPs), and/or their English language learner (ELL) status.

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, other performance-based student work and State test scores. While State test scores may be considered, they may not be the primary or major factor in determining a student's readiness for the next grade.<sup>1</sup> If a student has met the grade-level promotion benchmarks, then the student will be promoted to the next grade level. If a student's portfolio of work demonstrates that he/she has not yet met the promotion benchmarks, then the student will not be promoted in June and the principal will recommend the student attends [summer school](#). In August, the principal reviews the student's summer school work and promotion portfolio and makes a final promotion determination.

Family-facing information about the promotion process and summer school can be found on the [NYCDOE website](#).

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<sup>1</sup> This [historical FAQ document](#) summarizes the change in promotion policy that occurred in school year 2013–14.

## TIMELINE OF EVENTS

The promotion process includes multiple steps throughout the year, described briefly below and in more detail throughout this guide. See [Appendix A](#) for a full calendar of promotion-related events, including the opening and closing dates of promotion 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. Promotion benchmarks are shared with families.
- 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 **February**, schools send written notice (via [promotion in doubt](#) letters) to students and families who may be in danger of not meeting the promotion benchmarks for their grade level.
- **In the spring**, schools hold parent-teacher conferences and send home report cards to keep families and students aware 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 with a retain ('R') 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 (i.e. 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.

## DEFINE PROMOTION BENCHMARKS

At the beginning of the school year, schools must define 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 towards, in order to be ready for and successful in the next grade. These grade-level benchmarks should be communicated to students and families in the fall so that everyone is aware of what students need to accomplish throughout the year in order to be ready for the next grade level. For example, a school may share information about promotion in conjunction with the school's grading policy and/or at parent-teacher conferences.

Promotion benchmarks should be consistent within a school across each grade level. This ensures that students in a given grade have mastered the same content and skills that are needed to be successful in the next grade level. For example, students in Ms. Smith's third grade class should be held to the same ELA and math promotion benchmarks as students in Ms. Lee's third grade class. This ensures that all students in a given grade are held to the same promotion benchmarks and enter the next grade having demonstrated the same level of readiness.

## ESTABLISH MULTIPLE MEASURES OF PERFORMANCE

At the beginning of the school year, schools must establish the multiple measures of performance they will use to assess student progress towards Common Core Learning Standards (CCLS) and promotion benchmarks. Schools should assess students holistically, using multiple measures, such as course grades and report cards, writing samples, projects, assignments, other performance-based student work, and State test scores. While State test scores may be considered, they may not be the primary or major factor in determining a student's readiness for the next grade.

The goal of establishing multiple measures of performance is to provide students with a number of opportunities to demonstrate their mastery of skills and content knowledge. Specifically, 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 written multiple choice test as an assessment of students’ progress towards ELA promotion benchmarks. However, the written multiple choice test cannot be the only measure used to evaluate students’ progress. Instead, teachers may choose to use students’ performance on the written multiple choice 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 choose to use different measures of progress towards CCLS for their class or on a student-by-student basis. It is important for teachers to know their students well and use multiple measures in order to accurately assess the progress of each individual student.
- Students should be assessed in each of the language modes (reading, writing, speaking, and listening). It is especially important to ensure that ELLs are assessed in each of the language modes as proficiency in each will develop at different rates.
- Schools should use multiple measures to determine mastery of content knowledge and mastery of skills.
- Students with IEPs, students with Section 504 Plans, ELLs and former ELLs must be assessed with the provision of the accommodations, supports, and services to which they are entitled. When assessing a student’s progress on CCLS, 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 for which they are identified in a student’s IEP unless it changes that construct of the test.
- An IEP may cite the multiple measures teachers should use to assess the student’s progress towards promotion benchmarks and CCLS. This information may be represented in the Present Levels of Performance, Testing Accommodations, Management Needs and Supplementary Aids and Services sections of the IEP.

The following are example measures of performance schools may use to assess student progress against Common Core 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.

ELA	Math
Homework, assignments, and exams 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, scrambled reading passages, paragraph or essay response, constructed response problems, multiple choice).	Homework, assignments, and exams 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).
Project-based learning that includes multiple measures of performance, including a written component as well as a spoken or visual representation. (e.g. debate)	Project-based learning that includes multiple measures of performance, including a written component as well as a spoken or visual representation.

Project based learning that includes multiple measures of performance, including a written component as well as a spoken or visual representation.	Group or individual project-based learning that requires a practical application of skills.
Course grades/ report card marks	
Meeting DOE benchmarks on State test scores	
For students with IEPs: mastery of annual goals addressing skills aligned to the ELA and math CCLS	

## 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 in order to support the student in meeting promotion benchmarks. Early notification should also include an explanation of promotion benchmarks and which multiple measures the teacher will be using to assess the student’s progress towards promotion benchmarks. For high school students, early notification should include an explanation of what credits the student has accumulated and his/her 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.

While this should not be the first time that parents are informed of promotion benchmarks and graduation requirements, parent-teacher conferences are a good opportunity to reiterate what students must demonstrate in order to be ready for the next grade level. Schools should also use this time to confirm the student’s address in ATS, as it will be used for future promotion notification (e.g. promotion in doubt letters, June promotion decision letters, and summer school letters).

## PROMOTION IN DOUBT

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 for the next school year. This designation as promotion in doubt should take into consideration the promotion criteria that the student is being held to in June (see [below](#) for information on promotion criteria). This formal notification, which occurs in January and February, enables schools and families to plan the supports and interventions needed to help students 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 the current supports and services provided.

### ATS Designation of Students as PID

From **Tuesday, January 17–Friday, January 27, 2017**, schools must identify which students are at risk of not meeting promotion benchmarks and designate the students as promotion in doubt using the [UPID](#) function in ATS. Schools must identify the subject area(s) in which the student’s performance is not approaching promotion benchmarks 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/or core course subject area (ELA, math, science, and/or social studies)
- Grades 9–12: credit accumulation and/or coursework

### Written Notice to Families

After PID designations are complete, ATS will automatically assign a promotion in doubt letter to students who are marked as PID. The PID letters reflect students' grade level and the subject areas marked as PID. Schools must print promotion in doubt letters using the [PIDL](#) function in ATS and mail them to families between **Monday, January 30** and **Wednesday, February 15, 2017**. Note: schools will need to release the letters from the Dynamic Form System ([DFS](#)) in order to print them from the ATS printer.

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](#) and print the matching version of the letter after printing the English PID letter from ATS. In this situation, schools should mail both the English and the translated versions of the PID letter.

After mailing PID letters to students' families, schools should record this action using the [LOG](#) function in ATS. The deadline for printing and mailing PID letters to families is **Wednesday, February 15, 2017**. This letter serves as formal written notice. However, failure to provide notice to parents does not prevent the school from later making the decision to retain the student.

### 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.

## JUNE PROMOTION PROCESS

In May and June, teachers assess students' progress toward grade-level promotion benchmarks, using [multiple measures of performance](#), to determine if students are ready for the next grade level. Students are assessed on their progress towards these benchmarks using different promotion criteria based on their grade level, the criteria specified on their Individualized Education Programs (IEPs), and/or their English language learner (ELL) status.

### 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 Common Core Learning Standards for his/her grade level 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. The school should actively involve the family in reaching a decision of whether to promote or retain the student. For students with an IEP, the decision shall include consideration of the student's grade-level progress, mastery of IEP goals, and current supports and services. 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 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 English Language Learners, are held to standard promotion criteria. Students who are held to standard promotion criteria work towards the same grade-level promotion benchmarks in ELA and math (as defined by the school) and are held to the same promotion decision process.

In May and June, 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 choose to use different measures of progress towards CCLS for their class or on a student-by-student

basis. It is important for teachers to know their students well and use multiple measures in order to accurately assess the progress of a student.

If, after reviewing multiple measures of student learning, the school believes the student has not met promotion benchmarks in ELA and/or math, or if the school does not have enough evidence of student work to support a promotion decision, then the school compiles a collection of student work and administers a [promotion portfolio](#) in order to determine the student’s readiness for the next grade. For students in grade 8 with standard promotion criteria, promotion decisions are also based on the student passing all core courses (English, math, science, and social studies).

[Promotion portfolios](#) consist of the following:

ELA Portfolio	Math Portfolio
Reading accuracy assessment	One-to-one inventory
Reading comprehension assessment	Independent inventory
Classroom/student work writing samples	Classwork
June summary sheet	June summary sheet

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 for all assessments 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. If a student has met the grade-level promotion benchmarks or if student’s promotion portfolio demonstrates that the student has met promotion benchmarks, then he/she will be promoted to the next grade level. If a student’s promotion portfolio demonstrates that the student has not yet attained promotion benchmarks, then he/she will not be promoted in June and the principal will recommend the student attends [summer school](#).

Grade and subject-specific promotion portfolio manuals and student materials are available on the [Principals Portal](#). Promotion portfolio manuals contain instructions for completing the portfolio and criteria for determining if the student meets the required benchmarks. Student materials contain all materials to be used by students during the completion of the promotion portfolio, as well as worksheets for teachers to document notes.

### 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 who may not be able to meet the school’s promotion benchmarks due to the nature and severity of their disability. These students may be held to modified promotion criteria in ELA and/or math. Modified promotion criteria acts as a safety net, offering an alternative standard for promotion for students with IEPs in grades 3–8 who may not be able to meet the school’s promotion benchmarks even with accommodations, instructional modifications, and adaptations. Because all students, including students with IEPs, now have multiple ways to demonstrate sufficient progress towards promotion benchmarks through multiple measures, the IEP team should carefully consider whether a student needs modified promotion criteria to

ensure that he/she is not unduly retained due to the impact of his/her 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.

If a student has modified promotion criteria for ELA and/or math, the student must be held to the modified promotion criteria (i.e. the percentage of grade-level Common Core Learning Standards that the student must meet in order to be promoted to the next grade) that is written on the student's IEP at the time the promotion decision is being made. For information on how to develop, apply and evaluate a student's 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 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). A student's number of years of enrollment in a USSS is maintained in the [UYRE](#) screen in ATS.

- **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 CCLS for ELA as evidenced by multiple measures; and
  - Students must demonstrate sufficient progress toward attaining CCLS 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 in English as a New Language (ENL) literacy development in alignment with CCLS for ELA as evidenced by multiple measures; and
  - Students must demonstrate sufficient progress toward attaining CCLS in math, as evidenced by student work.
- **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 the CCLS in ELA; and
  - Students must demonstrate sufficient progress toward attaining CCLS in math, as evidenced by student work.

### Students in Grades 9–12 (STD)

Promotion decisions for students in grades 9–12 are made by the principal and are based on credit accumulation and successful completion of course work. All students who participate in standard State assessments in grades 9–12 are held to this standard, including students with IEPs and ELLs.

The standards outlined below only reflect the minimum criteria students must meet in order to be promoted to the next grade level. High school students who do not meet these requirements in June have the opportunity to attend summer school to make up credits and reattempt Regents exams.

Grade Level	Coursework/Exams	Minimum Credits
9	Completion of standards in academic subject areas	8 credits
10	Completion of standards in academic subject areas	20 credits (Including 4 in English and 4 in social studies)
11	Completion of standards in academic subject areas	30 credits
12– graduation <sup>2</sup>	Completion of standards in academic subject areas	44 credits in required subject areas and a passing score on English, a math, a science, a social studies and a fifth Regents exam. <sup>3</sup>

### Students Not Held to Promotion Standards

There are also some students who are not held to the promotion standards outlined in the [Chancellor’s Regulation](#):

- **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; and
- **NON**: Students with IEPs who participate in alternate assessments.

Students who are ‘EXM’ and ‘NON’ are not held to promotion benchmarks. Students who are not held to promotion standards 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, will a student not be promoted. These decisions may not be based on students’ language acquisition or progress towards learning standards.

### Enter Promotion Decision in ATS and Written Notice to Families

Principals must enter June promotion decisions using the [PDEC](#) function (for students in grades K–8) or the [PDHS](#) function (for students in grades 9–12) in ATS **starting Monday, June 5**. Superintendents review school-level promotion decisions before June decision letters are printed.

After promotion decisions are complete, schools print standardized June decision letters using the [JUPL](#) function in ATS and mail them to families. Schools also send letters related to summer school that include the summer school start date and location. June decision letters and summer school letters must be printed and mailed in mid-June (dates to be announced). Note: schools will need to release the letters from the Dynamic Form System ([DFS](#)) in order to print them from the ATS printer. All promotion and summer school letters must be printed and mailed to families **by Friday, June 23**.

<sup>2</sup> Graduation requirements for general education students earning a Regents or advanced Regents diploma can be found [here](#). Graduation requirements for safety net eligible students earning a local, Regents or advanced Regents diploma can be found [here](#). Additional information about graduation requirements is on the Office of Academic Policy’s [intranet page](#).

<sup>3</sup> A score of 65 or higher on a Regents exam is considered a passing score for students earning a Regents or advanced Regents diploma. A score of 55 or higher on a Regents exam is considered a passing score for safety net eligible students earning a local diploma.

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](#) and print the matching version of the letter after printing the English promotion decision letter from ATS. In this situation, schools should mail both the English and the translated versions of the June promotion letter.

### Provision for Students who are Overage and/or Previously Retained

Students in grades 3–8 who are overage (i.e. 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. 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. Please note: overage and/or previously retained students cannot be promoted mid-year. The decision to promote or retain a student must be made in June and August.

Grade Level	Normal 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

### SUMMER SCHOOL

If a student is not promoted in June, he/she will be mandated to attend summer school in the designated subject areas. Information about summer school, including key dates, a detailed timeline, and an overview of expectations, is available on [Principals’ Portal](#) and the [Office of School Enrollment’s webpage](#). The [summer school programming guide](#) also has information on how to maximize summer instructional time.

### AUGUST PROMOTION PROCESS

At the end of summer school, schools will review students’ June promotion portfolios, summer school work, and other relevant data to complete an *August Update: Promotion Portfolio Summary Sheet* for each student with standard promotion criteria. Principals will use this information to determine if the student has demonstrated readiness for the next grade level. For students with non-standard promotion criteria, principals are to review relevant data, including summer school work, to make a final promotion decision based on the student’s specific promotion criteria.

Principals must enter final promotion decisions for students who were retained or received no promotion decision in June using the [PDEC](#) function in ATS **between August 10–15**. Superintendents review promotion outcomes at the school level between August 10–16 using the [FDEC](#) function in ATS. Central will mail final promotion decision letters the **week of August 21**.

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

## APPEALS

If a parent or guardian disagrees with the final promotion decision, he/she may submit an appeal, *in writing*, to the principal **starting the week of August 28**. After receiving the request, principals or their designees 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 (e.g., grade 3 to grade 4). If approved by the superintendent, the student's grade level will automatically change 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 (e.g., grade 8 to grade 9). If approved by the superintendent, the student's grade level will be changed, and he/she will be placed at his/her list notice school (e.g., middle or high school match).

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 CALENDAR**

Promotion in Doubt Process		
Process	Date	Action Item
Early notice to families	Fall parent/teacher conferences and report cards	Schools give early notice to parents if their child's performance is not approaching benchmarks.
Criteria checks and corrections	January	Schools review student promotion criteria in ATS and update source systems as needed.
ATS designation of students as PID	Tuesday, January 17, 2017– Friday, January 27, 2017	Schools identify students as promotion in doubt using the <a href="#">UPID</a> function in ATS.
	Tuesday, January 31, 2017	Deadline to change promotion criteria in the IEP for students with existing IEPs in order for the promotion criteria to apply to 2016–17 promotion decisions.
Written notice to families	Monday, January 30, 2017– Wednesday, February 15, 2017	Schools print PID letters using the <a href="#">PIDL</a> function. Schools release PID letters from ATS printers and mail home to families.
	Wednesday, February 15, 2017	Deadline to send written notice of PID status.
Continued notice to families	Spring parent/teacher conferences and report cards	Schools update parents on their child's progress towards meeting promotion benchmarks.

June Decision Process		
Process	Date	Action Item
Promotion portfolios	May–June 2017	Schools collect student work and administer <a href="#">promotion portfolios</a> to students in grades 3–8 at risk of not meeting promotion benchmarks to determine readiness for next grade level.
Criteria checks and related information in ATS	Saturday, May 20, 2017	Deadline to change promotion criteria in the IEP for students with initial IEPs and students with IEPs who transfer into the NYCDOE for the first time after January 31, in order for the promotion criteria to apply to 2016–17 promotion decisions.
	Thursday, June 1– Friday, June 9, 2017	Core course outcomes that are finalized in STARS transfer to ATS on a nightly basis to pre-populate the <a href="#">TG8C</a> function. Core course outcomes that change after TG8C is pre-populated will need to be manually updated by schools in ATS.
	Thursday, June 15, 2017	Anticipated release of test outcomes through <a href="#">RASP</a> function in ATS.

June promotion decision	Monday, June 5– Friday, June 9, 2017	Elementary and middle school principals enter June promotion decisions using the <a href="#">PDEC</a> function in ATS.
	Monday, June 5– Tuesday, June 19, 2017	Superintendents review promotion outcomes using the <a href="#">FDEC</a> function in ATS.
	Monday, June 5– Friday, June 23, 2017	High school principals enter June promotion decisions using the <a href="#">PDHS</a> function.
	Tuesday, June 20 – Friday, June 23, 2017	Schools print standardized June decision letters and summer school letters using the <a href="#">JUPL</a> function in ATS and mail letters to families.
	Friday, June 23, 2017	Deadline to mail June promotion decision letters to families.

**August Decision Process**

<b>Process</b>	<b>Date</b>	<b>Action Item</b>
Summer school	Wednesday, July 5 – Thursday, August 10, 2017	Students in grades 3– 8 with a retain ('R') decision attend <a href="#">summer school</a> .
	Wednesday, July 5 – Tuesday, August 15, 2017	Students in grades 9-12 have the opportunity to attend summer school.
	Wednesday, August 16 and Thursday, August 17, 2017	Regents exams
	Monday, August 7 – Wednesday, August 15, 2017	Core course outcomes that are finalized in STARS (term 7) transfer to ATS on a nightly basis to pre-populate the <a href="#">TG8C</a> function. Core course outcomes that change after TG8C is pre-populated will need to be manually updated by schools in ATS.
August promotion process	Friday, August 11 and Monday, August 14, 2017	Schools review each student's <a href="#">promotion portfolio</a> from June, summer school work, and other relevant data to make a final promotion decision. Schools do not re-administer the promotion portfolio.
	Thursday, August 10 – Tuesday, August 15, 2017	Elementary and middle school principals enter final August promotion decisions using the <a href="#">PDEC</a> function in ATS.
	Thursday, August 10 – Wednesday, August 16, 2017	Superintendents review promotion outcomes using the <a href="#">FDEC</a> function in ATS.
	Week of August 21, 2017	Central prints and mails final promotion decision letters to families.
	Week of August 28, 2017	Principals and superintendents begin to consider parent appeals to August promotion decisions.

## APPENDIX B: 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](#) 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 Committee on Special Education (CSE) 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: Deadline to change promotion criteria in the IEP for students with existing IEPs, in order for the promotion criteria to apply to promotion decisions for the current school year.
  - May 20: Deadline to change promotion criteria in the IEP for students with initial IEPs and students with IEPs who transfer into the NYC DOE school system for the first time after January 31<sup>st</sup>, in order for the promotion criteria to apply to promotion decisions 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 will also be used in April to determine ELL students' eligibility for exemption from the NYS ELA test and to determine ELL students' promotion criteria.