Promotion Criteria Guidelines for Students with Disabilities in Grades 3-8
Fall 2012
Promotion Criteria Guidelines for Students with Disabilities in Grades 3-8

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I. Overview

Chancellor’s Regulation A-501\(^1\) sets forth a system-wide promotion policy with clearly defined standards for English-proficient general education students, English Language Learners, and students with disabilities receiving special education services who participate in State and Citywide assessments in grades 3-12. The promotion criteria for students with disabilities in grades 3-8 who participate in these assessments must be individually determined at an Individualized Education Program (IEP) meeting and indicated in the student’s IEP.

This document provides guidelines for determining whether students with disabilities receiving special education services who participate in State and Citywide assessments qualify for modified promotion criteria, as well as for setting and evaluating students’ promotion criteria.

II. Promotion Criteria

A. Standard Promotion Criteria

Most students with disabilities should be held to the same standard promotion criteria as their general education peers. Students in grades 3-8 whose disabilities do not adversely impact their potential for learning are held to their grade level standard promotion criteria.\(^2\)

B. Modified Promotion Criteria

1. Student Eligibility

While most students with disabilities should be held to the standard promotion criteria, there are 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. The IEP team determines modified promotion criteria for these students.\(^3\)

Modified promotion criteria may be considered for students with disabilities who:

- Are enrolled in grades 3-8;\(^4\)
- Participate in State and Citywide assessments; and
- Have a disability that adversely impacts potential for learning or rate of learning such that the ability to meet the standard promotion criteria is compromised.

Please note:

- Students in grade 2 may have modified promotion criteria written on their IEP for promotion from third to fourth grade but modified promotion criteria cannot be applied to second grade promotion decisions; and

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\(^2\) Please refer to Chancellor’s Regulation A-501 for more information about grade specific promotion standards.
\(^3\) Students will disabilities who do not participate in State and Citywide assessments are not eligible for modified promotion criteria and are not held to the promotion criteria outlined in Chancellor’s Regulation A-501.
\(^4\) Students in grades K-2 and 9-12 do not have modified promotion criteria and must meet the promotion standards outlined in Chancellor’s Regulation A-501.
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- Grade 8 students articulating to high school should have modified promotion criteria only through August of their eighth grade year and may not have modified promotion criteria written in their IEP for the year they enter high school.\(^5\)

2. Key Considerations

The goal of modified promotion criteria is to narrow the gap between a student’s current academic achievement and grade level standards by actively setting high expectations for students with disabilities. With this goal in mind, the IEP team must consider whether the student requires modifications to the standard promotion criteria by assessing whether:

- The student met the standard promotion criteria for their previous grade level;
- Instructional and/or testing accommodations, adaptations, modifications, and supplementary aids and services can minimize the impact of the student’s disability and support the student in meeting the standard promotion criteria; and
- The student’s disability adversely impacts his/her potential for learning, or rate of learning, such that the student’s ability to meet the standard promotion criteria is compromised.

Modified promotion criteria are determined on an individual basis. The receipt of instructional and/or testing accommodations, adaptations, modifications, supplementary aids and services, and the location of service(s) (e.g., general education class, special education class, ICT, SETSS) do not influence the determination of a student’s promotion criteria. Students can be held to standard or modified promotion criteria whether or not accommodations or modifications are provided.

If the IEP team determines that with instructional and/or testing accommodations, adaptations, modifications and supplementary aids and services the student will be able to meet the standard promotion criteria, the IEP team must specify this by clicking the “Standard Promotion Criteria” box on the “Summary Page: Promotion Criteria” in Special Education Student Information System (SESI).

However, it may be determined, that even with instructional and/or testing accommodations, adaptations, modifications and supplementary aids and services the student will be unable to meet the standard promotion criteria because of the nature or severity of his/her disability. In these cases, the IEP team must specify on the student’s IEP in SESI that the student will have modified promotion criteria by clicking the “Modified Promotion Criteria” box, for the applicable year(s), and completing the required information (e.g., percentage of standards for the grade level).

It is important to note that the student can have modified promotion criteria for the current year and standard promotion criteria for the next year (e.g., modified promotion criteria for grade 7 and standard promotion criteria for grade 8).

\(^5\) Please refer to Chancellor’s Regulation A-501 for more information about promotion criteria in high school.
C. New York State Alternative Assessment Eligible Students

The Committee on Special Education (CSE) may decide that students with severe cognitive

disabilities\(^\text{6}\) who have significant deficits in communication, language and adaptive behavior,
require a highly specialized educational program, and require educational support systems may be
assessed on alternate achievement standards. Since these students do not participate in grade-
level State and Citywide assessments and are assessed on alternate achievement standards using
New York State Alternate Assessment (NYSAA), they are not held to promotion criteria.

III. Process for Determining, Evaluating, and Reviewing Promotion Criteria

In order to effectively set high expectations for students with disabilities and provide students with
the appropriate promotion criteria, the IEP team should engage in an ongoing process of
determining, evaluating, and reviewing a student’s promotion criteria. The diagram below outlines
this cycle.

![Diagram](image-url)

\(\text{Figure 1. Process for Determining, Evaluating, and Reviewing Promotion Criteria}\)

A. Developing Modified Promotion Criteria

In accordance with the Individuals with Disabilities Education Improvement Act (IDEIA), students
with disabilities must be educated alongside their non-disabled peers, as appropriate, and have
access to grade level core curriculum. The student’s modified promotion criteria should be based
on the New York State Education Department’s Common Core Learning Standards\(^\text{7}\) for the
student’s current grade level, not the student’s functional level. If the IEP team finds that, due to
the nature and severity of the disability, the student should be held to modified promotion criteria,
the school should provide the student’s parent or guardian with an overview of modified


\(^{7}\) The New York State CCLS for English Language Arts and Mathematics in grades 3-8 can be found at the following site: [http://schools.nyc.gov/Academics/CommonCoreLibrary/About/Standards/default.htm](http://schools.nyc.gov/Academics/CommonCoreLibrary/About/Standards/default.htm).
promotion criteria. Please refer to the section below on how to set rigorous and appropriate modified promotion criteria.

1. Setting Rigorous and Appropriate Modified Promotion Criteria

Modified promotion criteria may be set using New York State Common Core Learning Standards (CCLS) for English Language Arts (ELA) and Mathematics, only. These are grade- and subject-specific standards a student should meet during the school year. When setting the modified promotion criteria, the IEP team should determine the following:

**CCLS Met:** The CCLS that the student has already met at the time of the IEP meeting as evidenced by student work, teacher observation, assessments, and/or grades.

**CCLS Projected:** The CCLS that the student is expected to meet by the end of the current school year, as evidenced by student work, teacher observation, assessments, and/or grades.

“CCLS met” and “CCLS projected” are components of the formula used to calculate the modified promotion criteria. See below for factors to consider when determining “CCLS met” and “CCLS projected”:

<table>
<thead>
<tr>
<th>CCLS Met</th>
<th>CCLS Projected</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Suggested but not limited to:</strong></td>
<td><strong>Suggested but not limited to:</strong></td>
</tr>
<tr>
<td>• Formative assessments (e.g., diagnostic, Acuity and Ed Performance Series)</td>
<td>• Rate of learning (how long it takes to learn concepts and skills)</td>
</tr>
<tr>
<td>• Performance on state and local assessments</td>
<td>• Progress in the general education classroom</td>
</tr>
<tr>
<td>• Current academic progress (e.g., grades and report cards)</td>
<td>• Performance on state and local assessments</td>
</tr>
<tr>
<td>• Evaluation reports, provider’s progress reports</td>
<td>• Evaluation reports, provider’s progress reports</td>
</tr>
<tr>
<td>• Teacher observations supplemented with evidence of meeting progress</td>
<td>• Progress towards meeting previous modified promotion criteria</td>
</tr>
<tr>
<td>• IEP (e.g., PLOP, Annual Goal Progress Reports)</td>
<td>• IEP (e.g., PLOP, Annual Goal Progress Reports)</td>
</tr>
</tbody>
</table>

2. Using the CCLS

The New York State Education Department (NYSED) establishes grade specific standards, for each subject based on New York State CCLS. The student’s modified promotion criteria must be presented as a percentage of the CCLS comprising the student’s current grade level. When modifying standard promotion criteria, the IEP team must consider the student’s current grade level and subject specific CCLS that the student is currently achieving and assess the CCLS that the student is expected to achieve by the end of the school year. The following process outlines the steps for using the CCLS to determine modified promotion criteria for students.
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Step 1:
Review the student’s current grade specific CCLS\(^8\) for ELA and/or for Mathematics

Table 2. CCLS for English Language Arts and Mathematics\(^9\)

<table>
<thead>
<tr>
<th>English Language Arts CCLS</th>
<th>Mathematics CCLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Reading Standards for Literature</td>
<td>Grades 3-5:</td>
</tr>
<tr>
<td>• Reading Standards for Informational Text</td>
<td>• Operations and Algebraic Thinking</td>
</tr>
<tr>
<td>• Writing Standards</td>
<td>• Number and Operations in Base Ten</td>
</tr>
<tr>
<td>• Speaking and Listening Standards</td>
<td>• Number and Operations-Fractions</td>
</tr>
<tr>
<td>• Language Standards</td>
<td>• Measurement and Data</td>
</tr>
<tr>
<td>• Reading Standards: Foundational Skills (grades 3-5, only)</td>
<td>• Geometry</td>
</tr>
</tbody>
</table>

Grades 6-8:
• The Number System
• Expressions and Equations
• Geometry
• Statistics and Probability
• Rations and Proportional Relationships (grades 6 and 7, only)
• Functions (grade 8, only)

Step 2:
Determine which CCLS the student has already met at the time of the IEP meeting as well as the CCLS you expect (project) the student to meet by June of the current school year\(^10\). Refer to suggested factors to consider, listed in Table 1, when calculating this information.

“CCLS met” and “CCLS projected” are components of the formula used to calculate the modified promotion criteria, shown in step 3.

Step 3:
After determining the number of the CCLS already met and the number of CCLS that the student is expected (projected) to meet by the end of the current school year, use the formula to determine the modified promotion criteria:

\[
\frac{\text{(CCLS Met + CCLS Projected)} \times 100}{\text{(Total Grade Level CCLS}\(^{11}\))} = \% \text{ of Grade Level [Subject] CCLS}
\]

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\(^8\) See: [http://intranet.nycboe.net/SpecialPopulations/SpecialEd/IET/Curriculum/modifiedpromotion.htm](http://intranet.nycboe.net/SpecialPopulations/SpecialEd/IET/Curriculum/modifiedpromotion.htm).

\(^9\) New York State CCLS for English Language Arts and Mathematics in grades 3-8 can be found at the following site: [http://schools.nyc.gov/Academics/CommonCoreLibrary/About/Standards/default.htm](http://schools.nyc.gov/Academics/CommonCoreLibrary/About/Standards/default.htm).

\(^10\) For students who are initially referred for special education services after January 31 and students with IEPs who transfer into the NYC DOE school system for the first time after January 31, both the current year and next year promotion criteria fields should be completed on the IEP in SESIS to indicate the promotion criteria to be met by both, end of the current school year and by end of the next school year.

\(^11\) For the 2012-13 school year, the total CCLS for each grade may vary based on school’s individual determination. See: [http://schools.nyc.gov/Academics/CommonCoreLibrary/About/InstructionalExpectations/default.htm](http://schools.nyc.gov/Academics/CommonCoreLibrary/About/InstructionalExpectations/default.htm).
The student’s percentage of grade specific CCLS indicates the student’s modified promotion criteria (e.g., the student’s modified promotion criteria indicates that he or she must achieve 60% of the total CCLS comprising the grade 6 ELA standards).

Sample
The following is an example of how to use the CCLS formula to determine the modified promotion criteria in ELA for a student currently in grade 6.

Formulating Grade Specific Modified Promotion Criteria for ELA

**ILLUSTRATIVE SAMPLE: Student is currently in grade 6 (IEP MEETING PRIOR TO JANUARY 31st)**

**Note:** In this example school’s grade 6 ELA curriculum covers 44 ELA CCLS.

**Identifying CCLS Met:**
After review of the student’s current academic performance (progress reports, report cards) and formative assessment results (Acuity) it was determined by the IEP team that the student demonstrated having met 14 (Met) CCLS out of 44 grade 6 CCLS.

**Identifying CCLS Projected:**
After a review of the student’s rate of learning, grades, student work samples, progress toward annual goals, provider’s progress reports, and progress in the general education curriculum as indicated by the teachers, it was determined by the IEP team that the student will meet an additional 13 (Projected) CCLS out of 44 grade 6 CCLS by the end of the current school year.

**FORMULA TO DETERMINE MODIFIED PROMOTION CRITERIA PERCENTAGE**

\[
\frac{(CCLS \ Met + CCLS \ Projected) \times 100}{(Total \ Grade \ Level \ CCLS)} = \% \ of \ Grade \ Level \ [Subject] \ CCLS
\]

\[
(14 + 13) \times 100 \div (44) = 61\% \ of \ Grade \ 6 \ ELA \ CCLS
\]

**IEP Statement**

**English Language Arts ("ELA")** The student must meet 61% of 6th grade Standards. Standards must be met as evidenced by student work, teacher observation, and assessments/grades.

B. Making Promotion Decisions Based on Modified Promotion Criteria
A student’s modified promotion criteria must be reviewed and evaluated in order to determine whether the student should be promoted to the next grade. To evaluate whether the student met the modified promotion criteria indicated in the IEP, the school follows the steps below:

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12 For the 2012-13 school year, the total CCLS for each grade may vary based on school’s individual determination. See: [http://schools.nyc.gov/Academics/CommonCoreLibrary/About/InstructionalExpectations/default.htm](http://schools.nyc.gov/Academics/CommonCoreLibrary/About/InstructionalExpectations/default.htm).
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Step 1:
Revisit the CCLS checklist\(^\text{13}\) to determine if the student has met the CCLS that were previously projected to be met. Add up the total number of CCLS that the student has met at the end of the current school year.

Schools should weigh the following suggested sources of evidence when considering whether a student has met modified promotion criteria:
- Performance on state and local assessments
- Current academic progress (e.g., grades and report cards)
- Teacher observations supplemented with evidence of mastery
- IEP (e.g., PLOP, Annual Goal Progress Reports)
- Service Provider’s Progress Reports

Step 2:
Compute the percentage of CCLS met by the student using the following formula.

\[
\text{(CCLS Met) x 100 ÷ (Total Grade Level CCLS)} = \% \text{ of Grade Level [Subject] CCLS}
\]

Step 3:
Determine if the total number of CCLS met at the end of the current school year satisfies the student’s modified promotion criteria.

Step 4:
If the student has met his/her modified promotion criteria he/she should be recommended for promotion by the principal.

If the student has not met his/her modified promotion criteria, the principal may retain the student in June and recommend that the student attend summer school and/or receive additional opportunities to meet his/her modified promotion criteria.

If a student meets the standard promotion criteria outlined for his/her grade level in Chancellor’s Regulation A-501, the student must be considered for promotion (e.g., grade 6 student attains a proficient score on the NYS ELA and Mathematics exams). If the student has met the standard promotion criteria for his/her grade level, the IEP team must consider the student for standard promotion criteria for the following school year. See “Reviewing the Need for Modified Promotion Criteria” section below.

Procedures outlined in Chancellor’s Regulation A-501 concerning decisions regarding promotion, timelines for parent notification, provision of interventions, goal setting, identification of

\(^{13}\) See: [http://intranet.nycboe.net/SpecialPopulations/SpecialEd/IET/Curriculum/modifiedpromotion.htm](http://intranet.nycboe.net/SpecialPopulations/SpecialEd/IET/Curriculum/modifiedpromotion.htm).

\(^{14}\) For the 2012-13 school year, the total CCLS for each grade may vary based on school’s individual determination. See: [http://schools.nyc.gov/Academics/CommonCoreLibrary/About/InstructionalExpectations/default.htm](http://schools.nyc.gov/Academics/CommonCoreLibrary/About/InstructionalExpectations/default.htm).
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students as at-risk of not being promoted, and parental appeals apply to all students with disabilities, whether they are held to standard promotion criteria or modified criteria.

Sample
The following illustrates how to evaluate a student’s performance to determine if the student has met his/her modified promotion criteria in order to be promoted into grade 7.

Evaluating Grade Specific Modified Promotion Criteria for ELA (For Promotion)

ILLUSTRATIVE SAMPLE: Student is currently in grade 6.

Note: In this example school’s grade 6 ELA curriculum covers 44 ELA CCLS.  

6th Grade Modified Promotion Criteria: 61% of 6th grade ELA standards

Total CCLS the student met at the end of the current school year: 28
Total grade level CCLS: 44

FORMULA TO DETERMINE MODIFIED PROMOTION CRITERIA PERCENTAGE
(Total CCLS Met) x 100 ÷ (Total Grade Level CCLS) = % of Grade Level [Subject] CCLS

(28) x 100 ÷ (44) = 64% of Grade 6 ELA CCLS

This student has met CCLS beyond the set modified promotion criteria.

C. Reviewing the Need for Modified Promotion Criteria
A student’s modified promotion criteria should be reviewed by the school at the next IEP meeting following the promotion decision. The IEP team establishes whether the student continues to need modified promotion criteria. Based on the student’s academic performance, a school may consider any of these options:

- If the student has made expected progress towards their modified promotion criteria
  - Continue the use of modified promotion criteria; or
  - Discontinue the use of modified promotion criteria and return to standard promotion criteria.

- If the student has not made expected progress toward their modified promotion criteria
  - Identify reasons why the student has not met their modified promotion criteria to evaluate whether methods of instruction and support align with student’s needs;
  - Revise and review the student’s modified promotion criteria in alignment with the CCLS and high expectations for the student’s grade level.

- If the student has met the standard promotion criteria for their grade level, the IEP team should consider the student for standard promotion criteria during the next IEP meeting.  

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15 For the 2012-13 school year, the total CCLS for each grade may vary based on school’s individual determination. See: http://schools.nyc.gov/Academics/CommonCoreLibrary/About/InstructionalExpectations/default.htm.
IV. Timeline for Establishing Modified Promotion Criteria

Promotion criteria for students with disabilities must be developed and updated in accordance with specific timelines. For the 2012-2013 school year, students with IEPs will be held to the promotion criteria reflected in their IEP as of January 31, 2013. For students who are initially referred for special education services after January 31, 2013 and students with IEPs who transfer into the NYC DOE school system for the first time after January 31, 2013, modified promotion criteria for the current school year must be developed and written on the IEP by May 20, 2013.

V. Frequently Asked Questions

1. **How are promotion criteria determined for a grade that the student is not currently enrolled in?**

2. **When are promotion criteria set for a student in second grade?**

3. **Can a student have modified promotion criteria in one subject area?**

4. **Do state test results correlate to a specific percentage of performance indicators?**

5. **If a student scores at proficient levels on both NYS ELA and NYS Math examinations for the current grade level, should the student be promoted?**

6. **If a student scores at a proficient level on one of the NYS examinations, either the NYS ELA or the NYS Math examinations for the current grade level, should the student be promoted?**

7. **If a student has modified promotion criteria, is the student automatically promoted?**

8. **Do all students with disabilities have modified promotion criteria?**

9. **Can a student with an IEP have modified promotion criteria if they are in a general education setting?**

10. **For eighth grade students, is performance in core courses considered when setting the modified promotion criteria?**

11. **What formative or summative assessments are appropriate to use in developing modified promotion criteria?**

12. **Is there a minimum percent that should be considered for the promotional criteria for a given grade?**

13. **Should the modified promotion criteria be revised if a student is retained?**

1. **How are promotion criteria determined for a grade that the student is not currently enrolled in?**

   The IEP team should identify the CCLS the student has met using the CCLS for the grade in which the student with modified promotion criteria is currently enrolled, based on evidence collected. Given this information, the IEP team should review the CCLS for the next grade level to determine which standards a student is projected to meet by the end of the next school year. To set modified promotion criteria please see the “Developing Modified Promotion Criteria” section. The IEP team must make any adjustments to the student’s modified promotion criteria for the next school year by January 31 of that new school year. For example, if a student’s modified promotion criteria for the next grade level is set in April 2012, and in October 2012, based on further analysis of evidence, the modified promotion criteria need to be changed, the IEP team should make adjustments prior to the January 31, 2013 deadline. The adjustments

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16 If the student attains a proficient score on either of the New York State grade level examinations, the student’s need for modified promotion criteria for that subject area should be evaluated at the next IEP meeting.
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should be based on additional performance data collected and documented. In the event that the student with modified promotion criteria is retained, an IEP meeting should be held to review the student’s IEP and modified promotion criteria previously set for that grade level. Please see the “Timeline for Establishing Modified Promotion Criteria” section for further detail.

2. **When are promotion criteria set for a student in second grade?**
For a student in the second grade, during a student’s IEP conference the school may evaluate the student for modified promotion criteria for the third grade. This modified promotion criteria will not apply to the student’s second grade promotion decision. See “Student Eligibility” section.

3. **Can a student have modified promotion criteria in one subject area?**
Yes. Modified promotion criteria can be set for English Language Arts or for Mathematics. Depending on the individual student need, a student may be held to modified promotion criteria in one subject and standard promotion criteria in another. The student must meet their promotion standards in both subject areas to be considered for promotion. Note, the student will appear with modified promotion criteria in ATS and the school is responsible for undertaking a review of whether the child met the modified and standard promotion criteria. See “Using the CCLS”.

4. **Do state test results correlate to a specific percentage of performance indicators?**
Percent mastery of New York State CCLS does not correlate to the level of proficiency on a standardized test since some standards are weighted more heavily in the exam than others. As set forth in Chancellor’s Regulation A-501, students in grades 3-7 who meet the standard promotion criteria should be considered for promotion to the next grade. Please see “Using the CCLS” and “Making Promotion Decisions Based on Modified Promotion Criteria”.

5. **If a student scores at proficient levels on both NYS ELA and NYS Math examinations for the current grade level, should the student be promoted?**
Yes. If a student meets the standard promotion criteria outlined for his/her grade level in Chancellor’s Regulation A-501, the student should be considered for promotion. If the student has met the standard promotion criteria for his/her grade level, the IEP team must reconvene and consider the student for standard promotion criteria, as indicated in the “Reviewing The Need for Modified Promotion Criteria” section of this document.

6. **If a student scores at a proficient level on one of the NYS examinations, either the NYS ELA or the NYS Math examinations for the current grade level, should the student be promoted?**
If a student has modified promotion criteria in both English Language Arts and Mathematics, the student must still meet the modified promotion criteria outlined in his/her IEP for the subject area in which the student did not meet the standard promotion criteria in order to be considered for promotion. If the student has met the standard promotion criteria for his/her grade level in one subject area, the IEP team should reconvene and consider the student for standard promotion criteria in that subject area, as indicated in the “Reviewing the Need for Modified Promotion Criteria” section of this document.
7. **If a student has modified promotion criteria, is the student automatically promoted?**
   No. The school must determine whether the student met the modified promotion criteria indicated in the IEP, as outlined in the “Making Promotion Decisions Based on Modified Promotion Criteria” section of this document.

8. **Do all students with disabilities have modified promotion criteria?**
   No. The location of service(s) does not influence the determination of a student’s promotion criteria. A student in a special education setting may have modified promotion criteria if he/she meets the eligibility requirements discussed in the “Student Eligibility” section of this document.

9. **Can a student with an IEP have modified promotion criteria if they are in a general education setting?**
   Yes. The location of service(s) does not influence the determination of a student’s promotion criteria. A student in a general education setting may have modified promotion criteria if he/she meets the eligibility requirements discussed in the “Student Eligibility” section of this document.

10. **For eighth grade students, is performance in core courses considered when setting the modified promotion criteria?**
    All eighth grade students with standard promotion criteria must pass their core courses in order to be considered for promotion. The IEP team may consider student’s performance in core courses as a factor when setting the modified promotion criteria, in order to hold the student to high expectations and prepare him/her for high school. Please see Chancellor’s Regulation A-501 for more details.

11. **What formative or summative assessments are appropriate to use in developing modified promotion criteria?**
    Any formative and summative assessments the school has determined to use for the purposes of tracking student progress may be considered as a factor when developing modified promotion criteria.

12. **Is there a minimum percent that should be considered for the promotional criteria for a given grade?**
    No. Modified promotion criteria are uniquely developed each year based on the individual needs of the student. Please see the “Developing Modified Promotion Criteria” section.

13. **Should the modified promotion criteria be revised if a student is retained?**
    In the event that a student with an IEP is retained, an IEP meeting should be held to review the IEP and review the modified promotion criteria previously set for that grade level. The IEP team should determine if a revision is required. Any updates to the IEP need to follow the timeline indicated in the “Timeline for Establishing Modified Promotion Criteria” section.
Appendix I. Additional Resources

A. Creating an IEP
   Creating an IEP in SESIS Part 1: Overview
   Creating an IEP in SESIS Part 2: Crosswalk to Paper IEP

B. Resolving Promotion Criteria Discrepancies
   SESIS to CAP Errors Session 1 Webinar
   SESIS to CAP Errors Session 2 Webinar
   Troubleshooting SESIS IEPs Not Recorded in CAP
   How to Resolve Special Education Program Discrepancies

C. Supplementary Materials
   Common Core Learning Standards Checklists (Grades 3-8)
   Quick Reference Sheet: Promotion Criteria Guidelines