

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

Summer 2012

Division of Students with Disabilities and English Language Learners
Division of Academics, Performance, and Support

AGENDA

I. WELCOME, GOALS & OBJECTIVES

II. OVERVIEW

- i. Types of Promotion Criteria

III. TIMELINE FOR ESTABLISHING MODIFIED PROMOTION CRITERIA

IV. PROCESS FOR DETERMINING, EVALUATING & REVIEWING PROMOTION CRITERIA

- i. Reviewing the Need for Modified Promotion Criteria
- ii. Developing Modified Promotion Criteria
- iii. Making Promotion Decisions Based on Modified Promotion Criteria

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OBJECTIVES

Goal: To support schools in **developing best practices** in order to **effectively set** modified promotion criteria, **make promotion decisions** based on modified promotion criteria, **and review the need** for modified promotion criteria for students in grades 3-8 to ensure students are prepared to succeed in middle school and high school grades.

Objectives for today:

- To **clarify** the promotion criteria and **eligibility** for students with disabilities, as they pertain to Chancellor's Regulation A-501
- To **identify best practices** in **developing, evaluating, and reviewing** modified promotion criteria
- To **share timeline** and procedures regarding promotion decisions.

OVERVIEW: TRUE OR FALSE

Statement	True	False
All students with IEPs need a modification of standard promotion criteria.		X
Students with IEPs in general education are not entitled to modification of standard promotion criteria.		X
All students with IEPs in grades K-12 are eligible for modified promotion criteria.		X

OVERVIEW: WHAT THE DATA SHOWS

What percent of students with modified promotion criteria met standard promotion criteria in ELA and math for two consecutive years (2010 and 2011)?

32%

What percent of students with modified promotion criteria scored a Level 3+ on one exam and Level 2 on the other for two consecutive years (2010 and 2011)?

9%

Note: Students included in the analysis had modified promotion criteria in three consecutive years, 2010, 2011, and 2012 and are present in the system as of the October 31 audited register.

OVERVIEW: TYPES OF PROMOTION CRITERIA

Chancellor's Regulation A-501 sets forth a system-wide promotion policy with clearly defined standards for all students. The promotion criteria for students with disabilities in grades 3-8, who participate in State and Citywide assessments, must be individually determined during an IEP meeting and indicated on the student's IEP.

- Standard Promotion Criteria

- Modified Promotion Criteria

Focus of
today's
training

- Alternative Assessment (NYSAA)

OVERVIEW: TYPES OF PROMOTION CRITERIA

Students with disabilities in grades 3-8 may be held to three types of promotion criteria:

- **Standard Promotion Criteria:** Students with disabilities who participate in State and Citywide assessments and **whose disability does not adversely impact their potential for learning to meet the grade level standards.**
- **Modified Promotion Criteria:** Students with disabilities in grades 3-8 who participate in State and Citywide assessments and for whom it will not be appropriate to apply the above standard promotion criteria without **modification due to severity of their disability.** For these students the IEP team will determine modified promotion criteria.
- **Alternative Assessment (NYSAA):** Students with disabilities **who do not participate in State and Citywide assessments.**

Reminder: It is expected that most students with disabilities will be held to standard promotion criteria. **However,** due to the nature or severity of their disability, there are students for whom it will be necessary to apply promotion criteria with modifications.

OVERVIEW: TYPES OF PROMOTION CRITERIA

Students with disabilities in grades 3-8 may be held to three types of promotion criteria:

PROMOTION CRITERIA	STANDARD PROMOTION CRITERIA	MODIFIED PROMOTION CRITERIA	ALTERNATIVE ASSESSMENT (NYSAA)
Grade Level Eligibility	Grades 3-12	Grades 3-8	Grades 3-12
Participates in State and Citywide Assessments?	Yes	Yes	No
Has a disability that adversely impacts potential for learning?	No	Yes	Yes

Reminder: It is expected that most students with disabilities will be held to standard promotion criteria. **However**, due to the nature or severity of their disability, there are students for whom it will be necessary to apply promotion criteria with modifications.

OVERVIEW: TYPES OF PROMOTION CRITERIA

Reminder: The receipt of instructional and/or testing accommodations, adaptations, modifications, supplementary aids and services and the location of service(s) **do not influence** the determination of a student's promotion criteria.

Example 1: John is a student with a learning disability receiving SETSS. He receives extended time and a separate location for testing. John has standard promotion criteria as his disability does not compromise his ability to meet the standard promotion criteria in both ELA and math.

Example 2: Sami is a student with a learning disability and is in an ICT class. She has a scribe and directions read aloud during testing. Her disability adversely affects her ability to meet the standard promotion criteria therefore she has modified promotion criteria for both ELA and math.

TIMELINE FOR ESTABLISHING MODIFIED PROMOTION CRITERIA

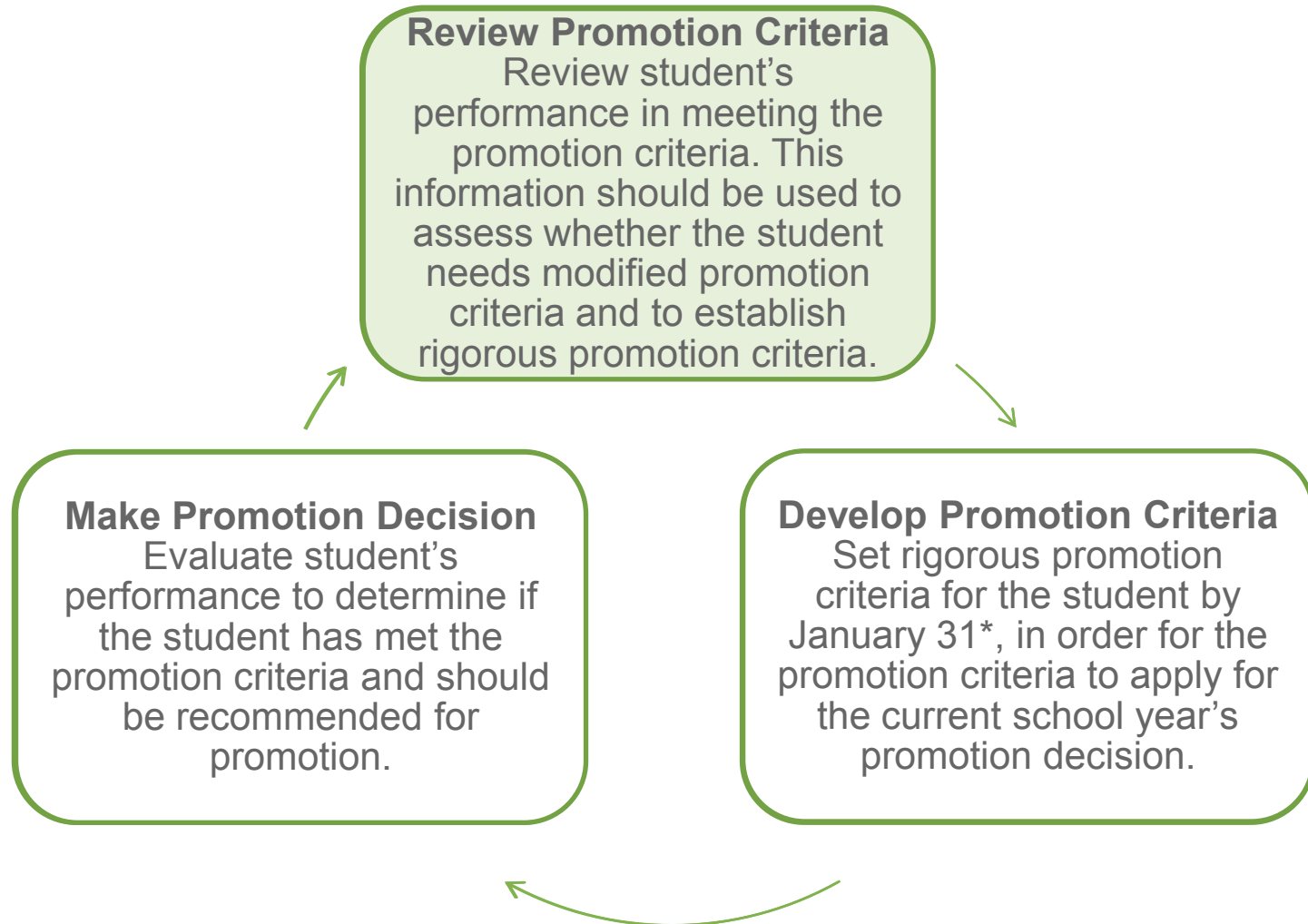
Students with existing IEPs must have their promotion criteria updated by January 31 of the current school year in order for the promotion criteria to apply for the current school year's promotion decisions.

For students initially referred to special education and students who transfer into NYC DOE schools with an existing IEP, modified promotion criteria must be developed by May 20 in order to be applied for the current school year's promotion decisions.

After January 31, promotion criteria can be determined for the next school year.

All deadlines are based on the date of the IEP conference.

PROCESS FOR DEVELOPING, EVALUATING & REVIEWING PROMOTION CRITERIA



For students initially referred for a special education evaluation and students who transfer into NYC DOE schools with an existing IEP the deadline to establish promotion criteria is May 20. All deadlines are based on the date of the IEP conference.

REVIEWING THE NEED FOR MODIFIED PROMOTION CRITERIA

How do you determine if a student should have Standard Promotion Criteria or Modified Promotion Criteria?

REVIEWING THE NEED FOR MODIFIED PROMOTION CRITERIA: KEY CONSIDERATIONS

GOAL OF MODIFIED PROMOTION CRITERIA: to narrow the gap between a student's current achievement and grade level standards while actively setting high expectations.

KEY CONSIDERATIONS:

- Has the student met the standard promotion criteria for their previous grade level?
- Can instructional accommodations, adaptations, supplementary aids and services and/or testing accommodations minimize the impact of student's disability and support the student in meeting the standard promotion criteria in the subject area?
- Does the severity of student's disability impact student's potential for learning and compromise student's ability to meet the standard promotion criteria in the subject area?

REVIEWING THE NEED FOR MODIFIED PROMOTION CRITERIA: SCENARIO I

Scenario: Paul is in 6th grade and has an IEP. He is classified as having a learning disability. He receives instructional and testing accommodations in both, ELA and math, and has modified promotion criteria in both subjects since grade 3. Paul scored the following on NYS assessments:

Assessment	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
Math	1	2	3	
ELA	1	1	1	

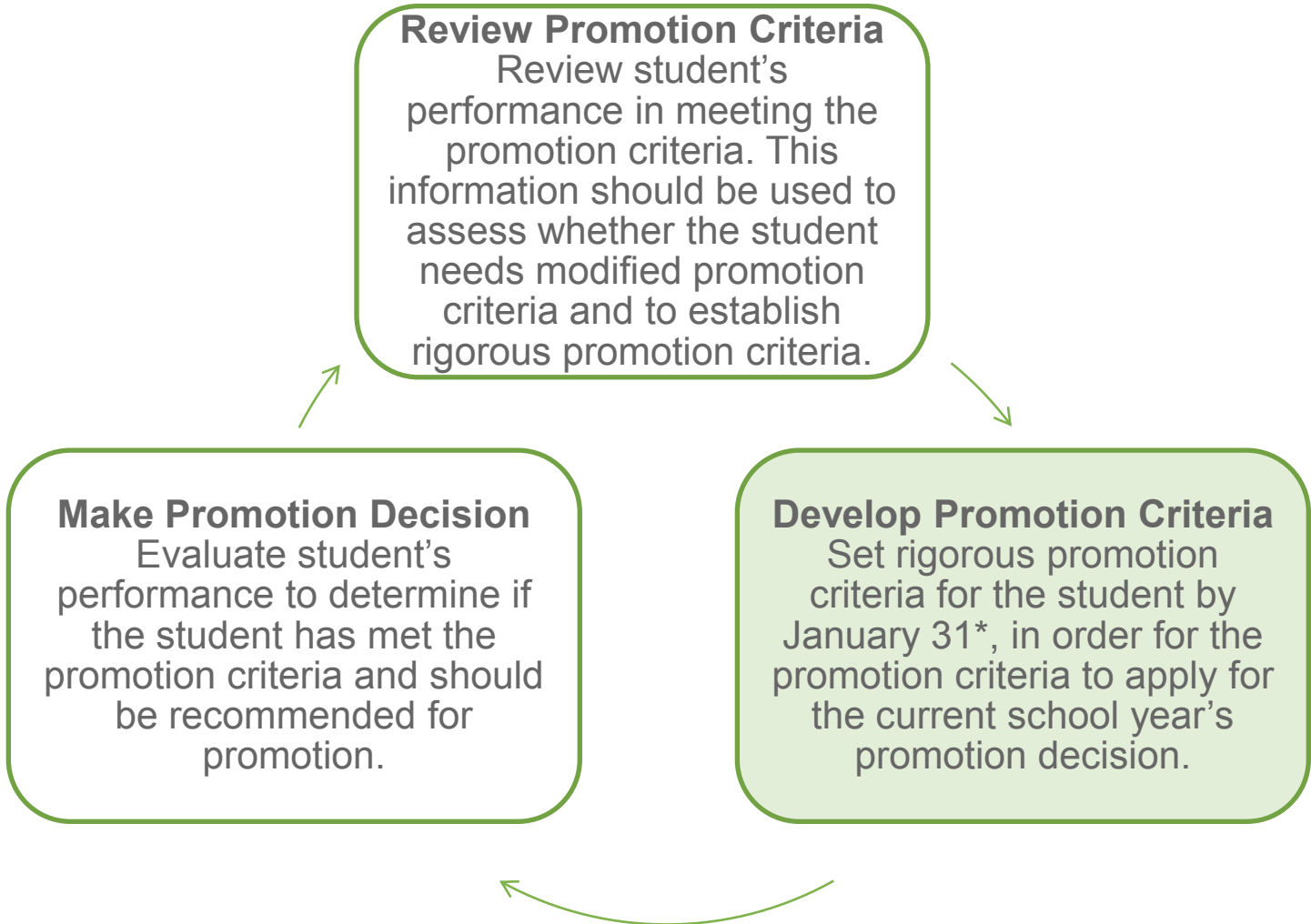
Should Paul have modified promotion criteria?

Key Considerations:

- Has the student met standard promotion criteria? **YES, in math**
- Can use of instructional and testing accommodations minimize impact of the disability and support the student in meeting the standard promotion criteria? **YES**
- Does the severity of student’s disability impact student’s potential for learning, compromising ability to meet standard promotion criteria? **NO, the student met standard**

DECISION:
 Standard promotion criteria in Math
 Modified promotion criteria in ELA

PROCESS FOR DEVELOPING, EVALUATING & REVIEWING PROMOTION CRITERIA



For students initially referred for a special education evaluation and students who transfer into NYC DOE schools with an existing IEP the deadline to establish promotion criteria is May 20. All deadlines are based on the date of the IEP conference.

DEVELOPING MODIFIED PROMOTION CRITERIA: KEY CONSIDERATIONS

In accordance with the Individuals with Disabilities Education Improvement Act (IDEIA), students with disabilities must be educated alongside their non-disabled peers and have access to grade level core curriculum.

The **gap** between the students with disabilities' current achievement and the grade-level standards should be continuously narrowed to ensure academic success in high school and college.

This is especially important since **all students in grades 9-12 must attain the necessary credits to be promoted to the next grade, as per Chancellor's Regulation A-501.**

Note: The student's modified promotion criteria should be based on the New York State Education Department's performance indicators for the student's current grade level, not the student's functional level.

DEVELOPING MODIFIED PROMOTION CRITERIA: SETTING RIGOROUS & APPROPRIATE PROMOTION CRITERIA

Performance Indicators (PI): the grade and subject specific standards a student should master during the school year

Performance Indicators Met (PI Met): performance indicators the student has already mastered at the time of the IEP meeting

Performance Indicators Projected (PI Projected): performance indicators the student is expected to master by the end of the current school year

$$(\text{PI Met } \underline{\quad} + \text{PI Projected } \underline{\quad}) = \underline{\quad} \div \underline{\quad} \text{ Total Grade Level PI} \times 100 = \underline{\quad} \%$$

Note: The student's modified promotion criteria should be based on the New York State Education Department's performance indicators for the student's current grade level, not the student's functional level.

Note that the performance indicators checklist is currently being updated with the Common Core Learning Standards.

DEVELOPING MODIFIED PROMOTION CRITERIA: FACTORS TO CONSIDER

How do you determine which standards a student has met?

How do you determine how many standards a student should master by the end of the year?

Performance Indicators Met	Performance Indicators Projected
<p><i>Suggested but not limited to:</i></p> <ul style="list-style-type: none"> ●Formative assessments (e.g. diagnostic, Acuity and Ed Performance Series) ●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) 	<p><i>Suggested but not limited to:</i></p> <ul style="list-style-type: none"> ●Rate of learning (how long it takes to master concepts and skills) ●Progress in general education classroom ●Performance on state and local assessments ●Evaluation reports, provider’s progress reports ●Progress towards meeting previous modified promotion criteria ●IEP (e.g. PLOP, Annual Goal Progress Reports)

ACTIVITY 1:

DEVELOPING MODIFIED PROMOTION CRITERIA

DEVELOPING MODIFIED PROMOTION CRITERIA: ACTIVITY 1 INSTRUCTIONS

1. In Section A, review the Performance Indicators (PI) and
 - Add up all met PI's (marked with "M")
 - Add up all projected PI's (marked with "P").
2. In Section B, insert the total for "M" and the total for "P" into the formula and calculate the modified promotion criteria. (Note: There are a total of 121 Grade 6 ELA performance indicators).
3. Fill out Section C, indicating total number of ELA PI's for Grade 6 and student's modified promotion criteria using information from Section B.

DEVELOPING MODIFIED PROMOTION CRITERIA: ACTIVITY 1

$$(\text{PI Met } \underline{\quad} + \text{PI Projected } \underline{\quad}) = \underline{\quad} \div \underline{\quad} \text{ Total Grade Level PI} \times 100 = \underline{\quad} \%$$

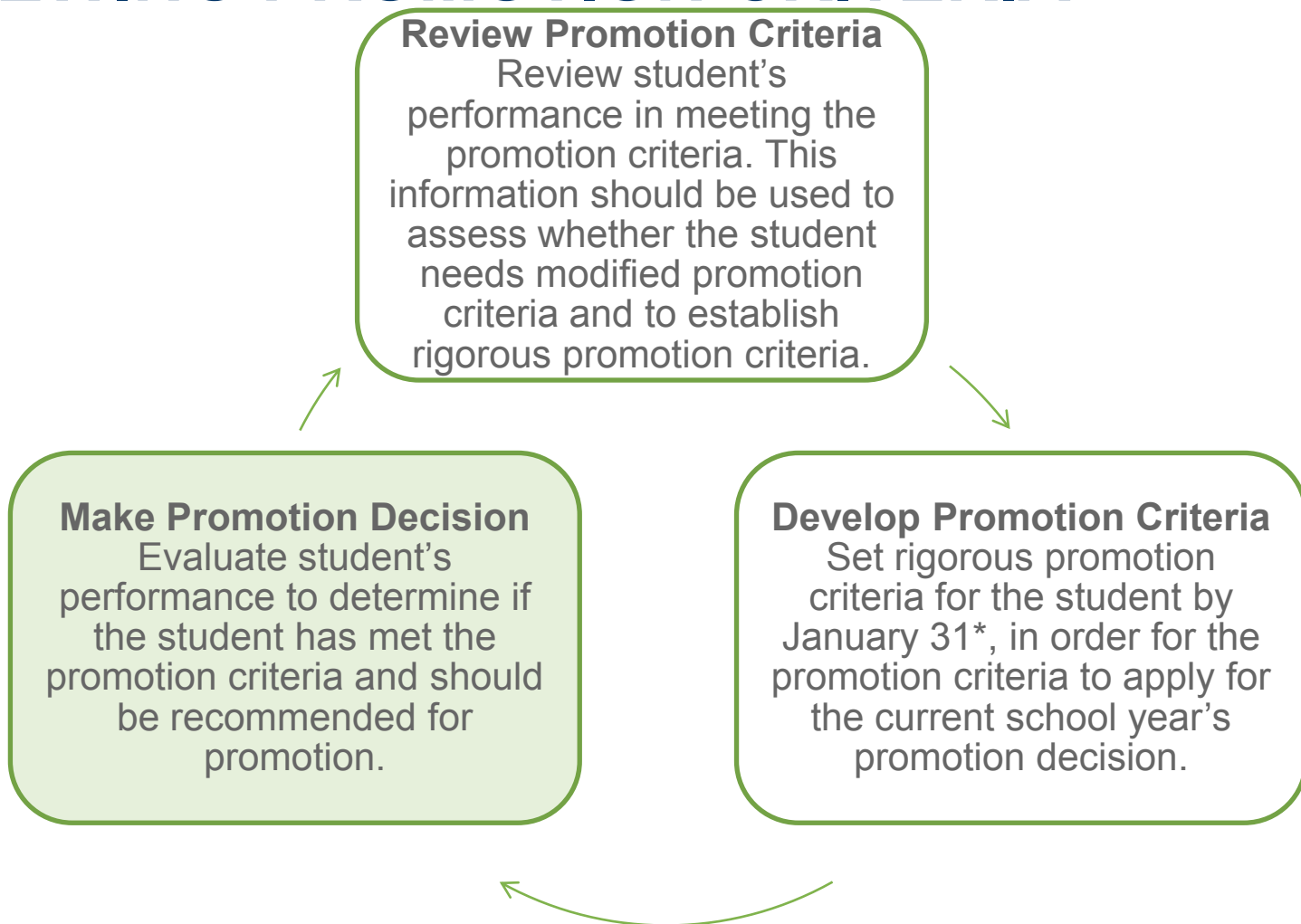
$$(34 + 38) = 72 \div 121 \times 100 = 60 \% \text{ of } 6^{\text{th}} \text{ Grade ELA Performance Indicators}$$

IEP Statements

English Language Arts (ELA) The student must meet **60%** of **6th** grade standards. Standards must be mastered as evidenced by student work, teacher observation, and assessments/grades.

Note that the performance indicators checklist is currently being updated with the Common Core Learning Standards.

PROCESS FOR DEVELOPING, EVALUATING & REVIEWING PROMOTION CRITERIA



For students initially referred for a special education evaluation and students who transfer into NYC DOE schools with an existing IEP the deadline to establish promotion criteria is May 20. All deadlines are based on the date of the IEP conference.

MAKING PROMOTION DECISIONS: FACTORS TO CONSIDER

How do you determine if a student has met his or her modified promotion criteria?

Suggested but not limited to:

- Formative assessments (e.g. diagnostic, Acuity and Ed Performance Series)
- 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

MAKING PROMOTION DECISIONS: JUNE-DATA ANALYSIS

Performance Indicators (PI): the grade and subject specific standards a student should master during the school year

Performance Indicators Met (PI Met): total performance indicators the student has mastered/met by the end of the school year when the promotion decision is being made

$$(\text{PI Met } \underline{\quad}) \div \underline{\quad} \text{ Total Grade Level PI} \times 100 = \underline{\quad} \%$$

ACTIVITY 2:

MAKING PROMOTION DECISIONS

MAKING PROMOTION DECISIONS ACTIVITY 2: INSTRUCTIONS

1. In Section A, review the Performance Indicators (PI) and add up all PIs that were met:
 - projected PI's that are marked with ✓
 - met PI's that are marked with "M"

(Note: If an "X" is in the "Not Met" column, the student did not meet the projected performance indicator.)
2. In Section B, insert sum of PI's met into the formula and calculate the percent of performance indicators the student met. *(Note: There are a total of 121 Grade 6 ELA performance indicators.)*
3. Fill out Section C using information generated in Section B:
 - total number of ELA PI's the student met at the end of the year
 - % ELA PI's met
4. Indicate whether student has met or did not meet his promotion criteria for ELA

MAKING PROMOTION DECISIONS: ACTIVITY 2

$$(\text{PI Met } \underline{\quad}) \div \underline{\quad} \text{ Total Grade Level PI} \times 100 = \underline{\quad} \%$$

$$(\mathbf{78}) \div 121 \times 100 = \mathbf{64\%} \text{ of } \mathbf{6^{\text{th}}} \text{ Grade ELA Performance Indicators}$$

Modified Promotion Criteria Determination

English/Language Arts:

Total # of ELA PI's for Grade 6: 121 Modified Promotion Criteria on IEP: 60%

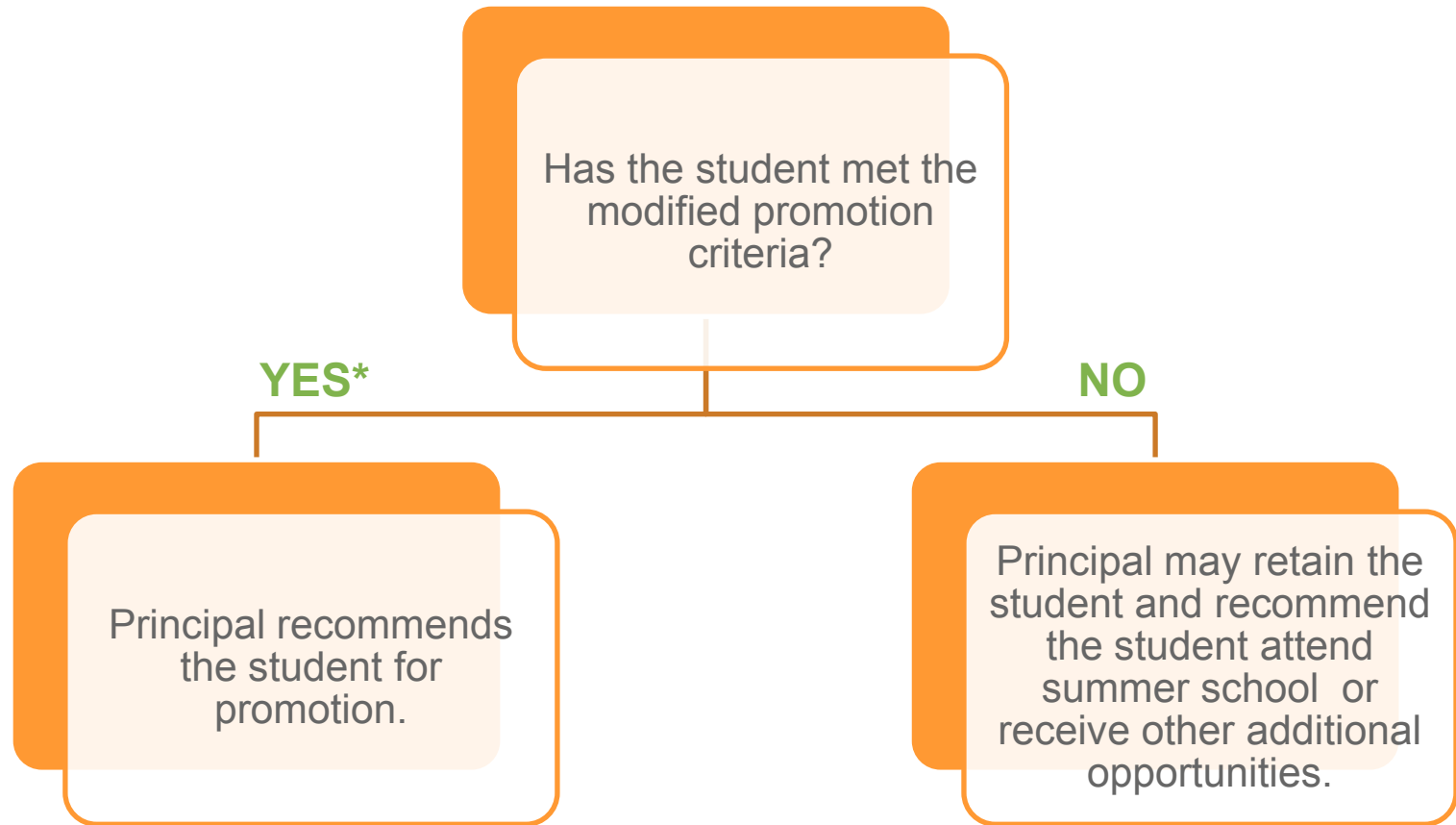
Total # ELA Performance Indicators met by end of school year: 78

% ELA Performance Indicators Met: 64%

Student Has Met Has Not Met Modified Standard Criteria in ELA
(Circle one)

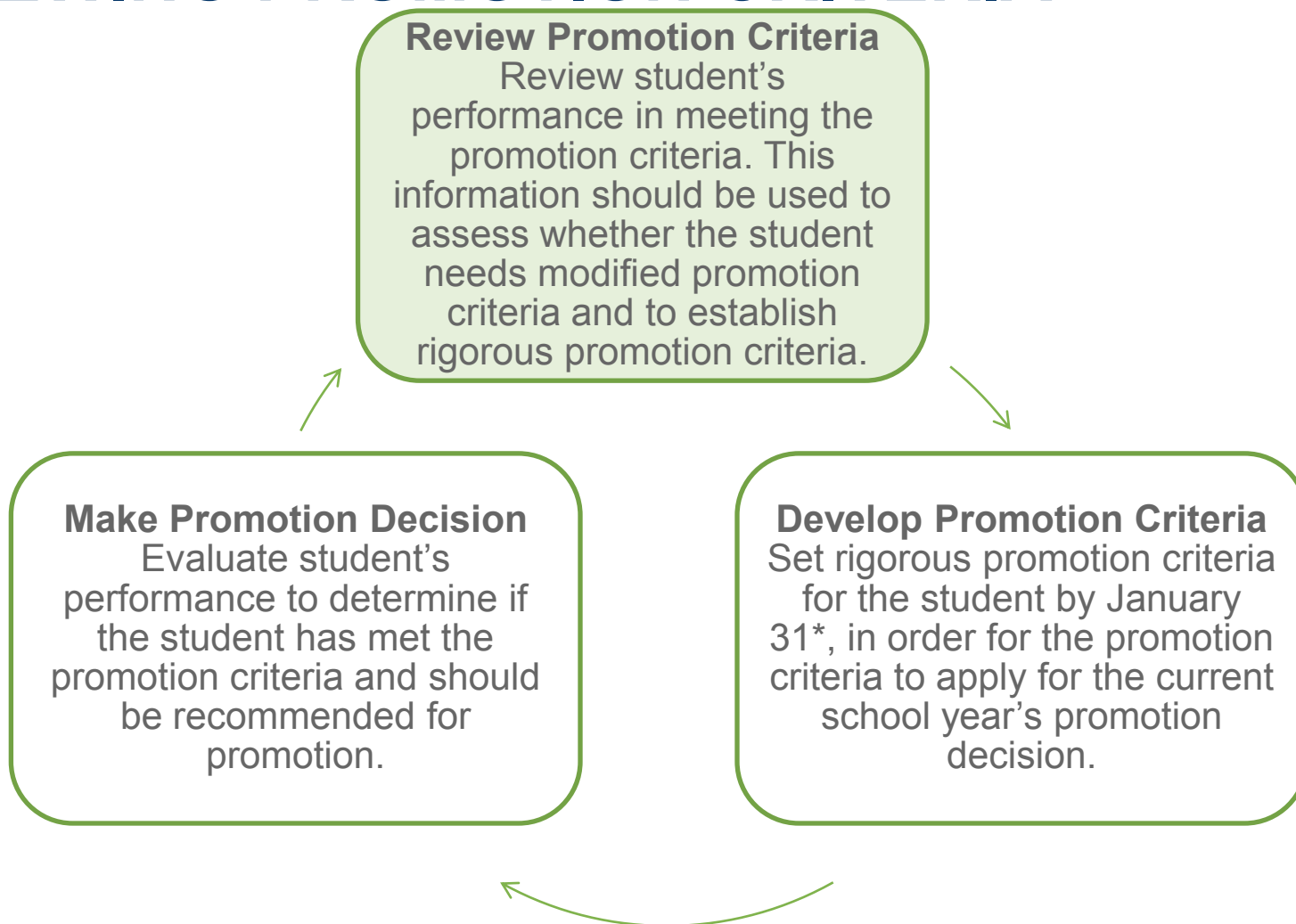
Note that the performance indicators checklist is currently being updated with the Common Core Learning Standards.

MAKING PROMOTION DECISIONS: OUTCOMES



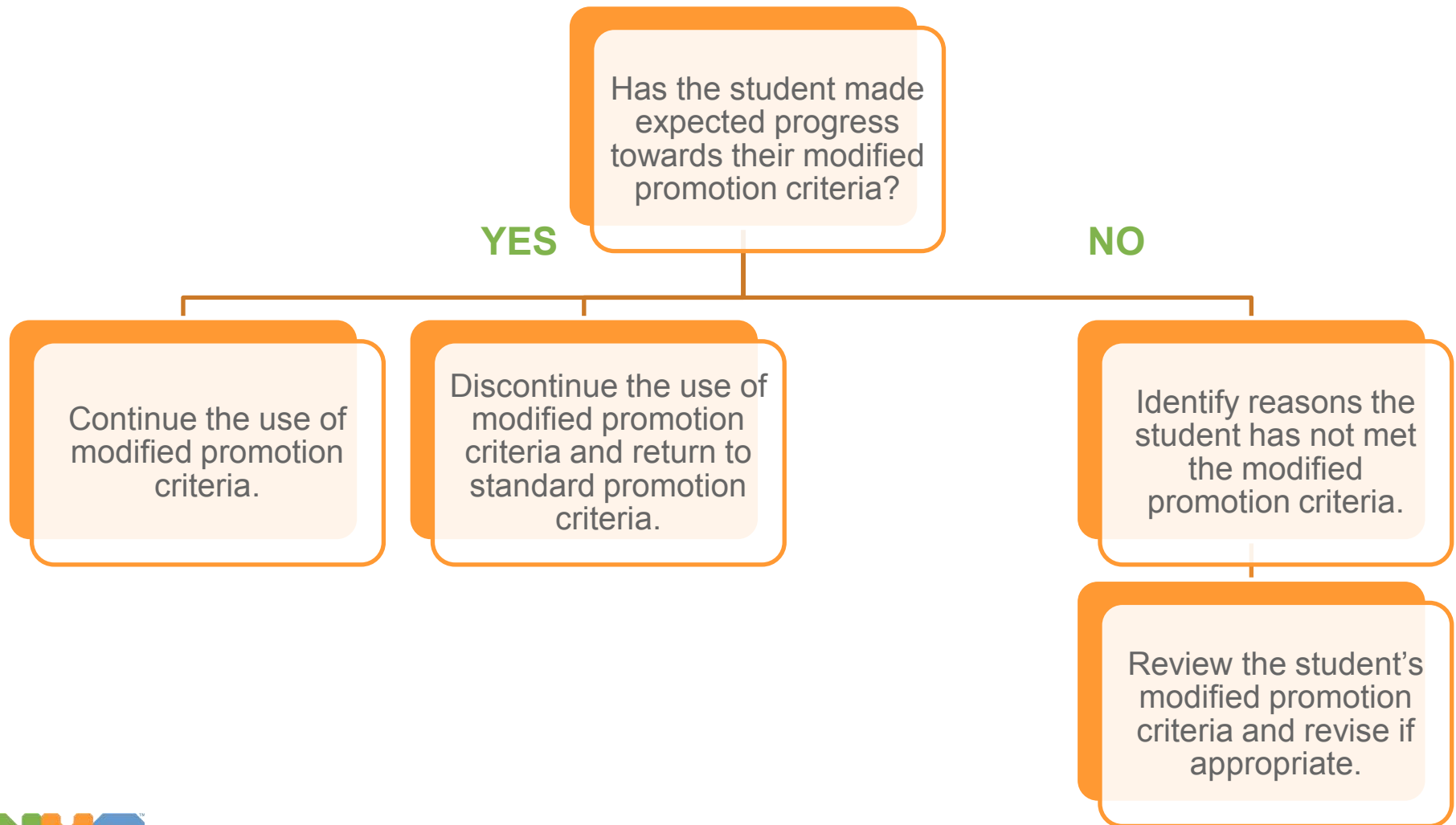
***Reminder:** If the student meets standard promotion criteria, as outlined for his/her grade level in Chancellor's Regulation A-501, the student should be considered for promotion, and the IEP Team should consider the student for standard promotion criteria for the next year.

PROCESS FOR DEVELOPING, EVALUATING & REVIEWING PROMOTION CRITERIA



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REVIEWING THE NEED FOR MODIFIED PROMOTION CRITERIA: FACTORS TO CONSIDER



IEP TEAM RESPONSIBILITIES

- The IEP team engages in the **process of developing, evaluating, and reviewing** modified promotion criteria.
- The IEP team members, **including parents**, must be informed about the IEP process and the decisions being made regarding student's promotion criteria.
- The IEP team sets appropriate and rigorous promotion criteria for students with IEPs.
- The IEP team documents any IEP updates, including promotion updates, that were considered or rejected in the summary page of the student's IEP.

REVIEWING THE NEED FOR MODIFIED PROMOTION CRITERIA: SCENARIO II

Scenario: Paul is in 7th grade and has an IEP. He is classified as being learning disabled. He receives instructional and testing accommodations in both, ELA and math, and has modified promotion criteria in ELA. Paul scored the following on NYS assessments:

Assessment	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade
Math	1	2	3	3	
ELA	1	1	1	2	

Should Paul have modified promotion criteria in ELA?

Questions to Ask:

- Has the student met standard promotion criteria? **YES**
- Can use of instructional and testing accommodations minimize impact of the disability and support the student in meeting the standard promotion criteria? **YES**
- Does the severity of student’s disability impact student’s potential for learning, compromising ability to meet standard promotion criteria? **NO, the student met standard**

DECISION:

RESOURCES

Performance Indicators can be found here:

<http://intranet.nycboe.net/SpecialPopulations/SpecialEd/IET/Curriculum/modifiedpromotion.htm>

Please note the performance indicator checklist is being revised to include Common Core Learning Standards.