



Read by Grade 3 CONTENT GUIDANCE PACKET

Prepared for:

The Members of the Nevada State Board of Education

In preparation of:

the April 26, 2018 Nevada State Board of Education Meeting

Read by Grade 3 Retention Decision-Making

I. Introduction and Overview:

The Nevada Department of Education (NDE) provides this “Content Guidance Packet” to members of the Nevada State Board of Education in preparation for the upcoming Thursday, April 26, 2018 State Board Meeting - with specific reference to the agenda item titled Read by Grade 3. This presentation is in direct alignment to the language provided in the original Read by Grade 3 Act (SB 391) of 2015.

➤ **SB 391: Section 10 [Items 7 (a-b) of this law specifically states that:**

The State Board shall prescribe by regulation:

(a) The score which a pupil enrolled in grade 3 must obtain in the subject area of reading on the criterion-referenced examination administered pursuant to NRS 389.550 to be promoted to grade 4 without a good-cause exemption; and*

(b) An alternate examination for administration to pupils enrolled in grade 3 who do not obtain the passing score in the subject area of reading on the criterion-referenced examination pursuant to NRS 389.550 and the passing score such a pupil must obtain on the alternate examination to be promoted to grade 4 without a good-cause exemption.

In an effort at paraphrasing the language of the law, NDE has submitted the following description as part of its agenda item.

This presentation is meant to provide the Board members with an overview of their statutory responsibilities regarding the Read by Grade 3 retention requirements (to begin in July, 2019).

#1. The Board must first identify the required passing score which Grade 3 pupils must obtain on the Criterion-Referenced ELA examination in order to be promoted to Grade 4.

#2. The Board must then identify the name of the alternative examination for Grade 3 pupils who do not obtain a passing score on the Criterion-Referenced ELA Examination.

#3. They must also identify the required score which such pupils must obtain on the identified alternative assessment.

***Subject area of “reading” is currently recognized as the student’s score on the “ELA component” of the 3rd Grade Smarter Balanced Assessment.**

II. The Initial Retention Statement in the Law:

➤ SB 391: Section 10: Item 1 of this law specifically states that:

1. Except as otherwise provided in this section, a pupil enrolled in grade 3 must be retained in grade 3 rather than promoted to grade 4 if the pupil does not obtain a score in the subject area of reading on the criterion-referenced examination administered pursuant to NRS 389.550 that meets the passing score prescribed by the State Board pursuant to subsection 7.

III. Nevada’s Timetable for Making Read by Grade 3 Promotion / Retention Decisions:

Section 16, Item 2 of SB 391 refers to the 8 distinct sections of the law that include all of the promotion/retention decision-making requirements. It states that: “Sections 1, 2,3,10 to 14, inclusive, of this act become effective on July 1, 2019”. NDE has established a formal time table that provides a year-by-year chronology of this implementation process. As the reader can see, the first grade class of this academic year (2017-2018) will be the first group of students to be considered through the Read by Grade 3 retention/promotion decision-making process. The 2019-2020 academic year is the “decision-making” year of this process when teams will come together to make promotion/retention decisions based on the law for the first time. The agency has also identified the following academic year (2020-2021) as the “implementation year” of this process. The year 2020-2021 marks the first year when Nevada’s Grade 3 students will either be retained or promoted to Grade 4 as determined by the scores they acquire on the Grade 3 Smarter Balanced ELA Assessment (and/or the granting of an identified “good-cause exemption”).

**Table 1. Nevada’s Read by Grade 3 State Initiative:
Read by Grade 3 Promotion / Retention Decision-Making Timetable**

Year of Implementation	Chronological Year	Adherence to Promotion/Retention Decision-Making per SB 391 (2015)	Grade-Level Trajectory for Promotion, Retention, or “Good-Cause Exemption” Decision-Making
Year 1 (Phase I)	2015-2016 (6 months of implementation)		Does not apply
Year 2 (Phase II)	2016-2017 (1st full year of implementation)		Kindergarten
Year 3 (Phase III)	2017-2018		First Grade
Year 4 (Phase IV)	2018-2019		Second Grade
Year 5 (Phase V)	2019-2020 SB 391 defines this year as the decision-making year for either retention or a good-cause exemption.	Decision-Making Year School site teams determine whether or not to recommend the promotion or retention of a student who has not performed at a proficient level on the 3rd Grade Smarter Balanced examination (NRS 392.760 (1)). A decision could still be made to promote a student who has not met a proficient level on the SBAC. Should this decision be made it must be based on one of the “good cause exemptions” identified in NRS 392.760(3). The superintendent of the school district or the governing body of the charter school is responsible for approving or denying a decision to retain or to implement a “good-cause” exemption.	Third Grade
Year 6 (Phase VI)	2020-2021	Implementation Year This marks the first year that students are retained in accordance to requirements noted in the 2015 Read by Grade 3 Act (SB 391) and NRS 391.760.	Fourth Grade

IV. Nevada’s Read by Grade 3 Good-Cause Exemptions:

The decision for the retention to retain a student under SB 391 is contingent upon the secondary review of whether or not the student is to be granted a “good-cause exemption”. “Good-cause exemptions” are defined as “specific academic circumstances which might outweigh the decision to retain a Grade 3 student under the Read by Grade 3 law”. These good-cause exemptions are provided in SB 391. Table 2 below provides a listing of them.

Read by Grade 3 Good-Cause Exemptions (SB 391-2015)

Any student is eligible for a good-cause exemption from a Read by Grade 3 retention decision if he/she:

1. demonstrates an acceptable level of proficiency on an alternative standardized reading assessment approved by the State Board
2. demonstrates, through a portfolio of the student's work, proficiency in reading at all grade levels, as evidenced by demonstration of mastery of the academic standards in reading beyond the retention level
3. is limited English proficient & has received less than 2 years of instruction in a program of instruction that teaches English as a second language
4. has received intensive remediation in reading for 2 or more years, but still demonstrates a deficiency in reading and was previously retained in kindergarten or grade 1 or 2 for a total of 2 years
5. is a pupil with a disability and his/her individualized education program (IEP) indicates that the pupil's participation in the criterion-referenced examinations administered pursuant to NRS 389.550 is not appropriate
6. is a student with a disability and: (1) he or she participates in the criterion-referenced examinations administered pursuant to NRS 389.550; (2) his or her individualized education program or plan developed in accordance with section 504 of the Rehabilitation Act of 1973, 29 U.S.C., 794, documents that the pupil has received intensive remediation in reading for more than 2 years, but he or she still demonstrates a deficiency in reading; and (3) he or she was previously retained in kindergarten or grade 1, 2, or 3.

V. The Regulatory Flowchart:

In order to understand the steps involved in this regulatory process, NDE has provided the following Regulatory Flowchart on the following page. This graphic organizer illustrates each step of the process that will occur as state regulations are established for the Read by Grade 3 Promotion/Retention requirements.

REGULATORY WORKSHOP FLOWCHART

