

National Trends in Read by Grade 3 Promotion/Retention Decision-Making

(ExcelinED, 2018)

State	First year of full implementation	Cut Score for Promotion	Cut Score Setting Process
Arizona	2013-2014	Requires students score above “falls far below” (lowest of 4 levels) on reading portion on state ELA test; 96% of third graders met that score for promotion, leaving only 4% that faced retention. Lowest bar nationwide. Arizona has ELLs and students with IEPs exemptions, along with alt test exemption (added in 2017)	<p>Takes the two reading portions of AzMERIT: Reading for Information & Reading for Literature and calculates score. Currently, students must score above 2446 for promotion.</p> <p>New legislation requires cut score to be revisited and determined by State Board. Intent was to raise the bar. Also, an alternative assessment good cause exemption was established (alt tests must be state board approved). AZ is going through this process currently (March, 2018).</p>
Colorado	2016-2017	Students determined to have a significant reading deficiency (SRD) based on state-approved tests are at-risk of retention. Committee is formed to determine promotion/retention decisions – must be unanimous with district superintendent approval to promote students with SRDs	<p>The department engaged practitioners from the field with literacy expertise to assist with the review of interim assessments through an open application process conducted in September 2013. Fourteen English and 8 Spanish reading assessments were reviewed; 7 English and 3 Spanish reading assessments were recommended and approved. The final approved list as voted on by the State Board of Education on December 11, 2013. Cut scores for determining a significant reading deficiency were arrived at through work with each test publisher. Approved assessments/cut scores can be found here: READ Interim Assessments</p>
Florida	2002-2003	Requires students scoring at the lowest achievement level (Level 1) be subject to retention; the first year of the policy 23% were subject to retention, and 14% were officially retained (after counting for good cause exemptions). Florida has performance based exemptions to ensure one test on one day is not the sole determining factor for promotion: alt. test (ITBS or SAT 10) and test-based student portfolio. During assessment transition in 2014-2015, it was required that the lowest quintile (lowest 20%) would be at risk of retention. And then good cause exemptions would apply. Starting in 2015-2016 scoring at the lowest achievement level, Level 1 (5 levels) on new state ELA	<p>Cut score established by legislation (Students scoring achievement Level 1, out of 5 levels on ELA state assessment, are at-risk of retention).</p> <p>Alternative assessment cut scores:</p> <ul style="list-style-type: none"> • SAT10 – 45th Percentile • Iowa Test of Basic Skills (ITBS) – 50th Percentile • TerraNova – 50th Percentile • NWEA MAP – 50th Percentile • STAR Enterprise – 50th Percentile (must use Enterprise version) • I-Ready – 50th Percentile (must use Table 6 from 2016-2017 Norms to determine percentile) • I-Station – 50th Percentile

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		assessment; In 2016-2017, 18% scored Level 1. Then exemptions were applied bring the percent of student retained to 7%	
Indiana	2011-2012	Requires a “passing” score on a reading test specifically designed for this policy; Roughly 91% of third graders meet this score for promotion to fourth grade year to year (hasn't changed much), leaving roughly 9% facing retention.	Designed own reading assessment, iREAD3, and established cut score for promotion/retention decisions through committee. Can be administered up to three times for promotion.
Michigan	2019-2020	The pupil may be promoted if he/she achieves a reading score that is less than 1 grade level behind as determined by the Department based on the grade 3 state ELA assessment.	Has not yet been determined.
Mississippi	2014-2015	Students scoring at the “lowest achievement level” on state accountability assessment are subject to retention. In transition, MS used an alternative measure to determine students at risk of retention. Students not passing was 15% and therefore subject to retention. Students had two more opportunities to take test and the percent went down from 15% to 10%. Passed legislation requiring the cut score for promotion to be raised targeting all students in the two lowest achievement levels come 2018-2019	<p>Cut score was established by legislation. However, during assessment transition, an alternative assessment was developed and a cut score was established. Process:</p> <p>From spring 2014-2016, the 3rd Grade Summative Assessment was used. Computer-adaptive assessment developed by Renaissance Learning (MKAS2). The passing score for the 3rd Grade Reading Summative Assessment was determined by the standard-setting process. The 24-member standard-setting committee included MS educators with expertise in 3rd and 4th grade reading, school administrators, higher education faculty, members of the MS Reading Panel and community stakeholders. That cut score was set at 926 - above the LOWEST achievement level compared to state test, according to the Technical Advisory Committee and the standard-setting committee.</p> <p>Beginning this year (spring 2017) the 3rd grade accountability assessment was used for promotion/retention (reading portions of the assessment). The MS Academic Assessment Program (MAAP) consists of 5 levels; therefore, students must still score above the LOWEST level, which is level 2 or above (15 raw score points out of 48 points, excluding writing). With the new cut score, 8 % did not meet new promotion criteria. The MKAS2 assessment is now the alternative assessment (retest).</p>

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			Beginning in 18-19 , students must score above the LOWEST 2 levels - so level 3 (still use reading portions for promotion/retention decisions) or above on MAAP as required by recent legislation. Projected that 22% will be at-risk of retention (prior to good cause exemptions being applied)
Nevada	2019-2020	Legislation basically requires State Board to determine "passing" score. Law language: Retained if the pupil does not obtain a score in the subject area of reading on the state assessment that meets the passing score prescribed by the State Board.	Nevada is in the initial stage of setting a cut score for promotion.
North Carolina	2013-2014	Requires students to score "proficient" on state reading test, which means they must score Level 3 or 4 to be promoted - 32% were at risk of retention before good cause exemptions were applied. NC also has performance based good cause exemptions that include alt. test and test-based portfolio.	Cut score for promotion established by legislation. Alternative assessment/cut scores: <ul style="list-style-type: none"> • MAP – Lexile Level 725 or higher (207 scale score) • SRI – Lexile Level 725 or higher • STAR Reading – Lexile Level 725 or higher (537 scale score) • ITBS – Lexile Level 725 or higher (Level 9 Test at 71st percentile) • i-Station Benchmarks – Lexile Level 725 or higher (258 scale score) • i-Ready – Lexile Level 725 or higher (537 scale score) • Discovery Ed – Lexile Level 725 or higher (1505 scale score) • Imagine Learning – Lexile Level 725 or higher • Case 21 – Lexile Level 725 or higher (BM 1 – 21 out of 30, BM 2 – 25 out of 35, BM 3 – 33 out of 45)
Ohio	2013-2014	Ohio requires students score above the "limited" level and raises the bar for promotion each year (raised to a higher scale score each year) until the cut score for promotion is "proficiency". The first year of the policy roughly 6% were retained AFTER good cause exemptions were applied.	Cut scores were based on the initial standard setting cut scores for Ohio Achievement Assessment. A brief overview of the standards setting process and how they have involved Ohio educators can be found at the following website . The SBE was required to determine the "cut" score (not lower than the "limited" level of skill), then annually adjusting it upwards until the retention requirements apply to students who do not receive at least a "proficient" score. Not later than December 31, 2013, required the State Board to submit to the General Assembly recommended changes to the scoring ranges of the state achievement assessments necessary for the

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			<p>successful implementation of the common core curriculum and assessments in the 2014-15 school year.</p> <p>The actual cut scores for Reading Promotion were a policy decision, based on the initial standard setting cut scores for OAA and impact data based on student performance (percentage of students in the performance levels of basic, limited and proficient). Then stair stepped over the next few years as noted below.</p> <ul style="list-style-type: none"> • Started with 390 OAA Reading Test score in 2012-13 for promotion score • 392 OAA Reading Test score for 2013-14 • 394 OAA Reading Test score for 2014-15 • Dec. 2015 Standard Setting for ELA & Math. In 2015-16 Reading Promotion cut score was based on Ohio State Test ELA Test, Reading sub score of 42 which was aligned to the percentage of students scoring what would've been 396 for OAA. • In 2016-17 it was based on OST ELA Test, Reading sub score of 44 • In 2017-18 the Third Grade Reading Guarantee cut score was moved to be aligned to an overall Grade 3 ELA test score of 672. <p>Alternative assessments and cut scores:</p> <ul style="list-style-type: none"> • Iowa Assessments- Form F, Reading Test Part 1 and Part 2, Level 9 (Grade 3) – 176 • Measurement of Academic Progress (MAP) • Measurement of Academic Progress (MAP) for Reading Assessments – 196 • Terra Nova 3 Terra Nova, Third Edition Reading Grade 3 – 617 • STAR Reading – 959 (reported in the new STAR unified scale)
Oklahoma	2013-2014	Students scoring proficient or higher on OSTP meet promotion criteria; however new legislation allows for state-approved screening assessment results be used for promotion (must score end-of-third grade proficiency or higher for promotion). First year, roughly 11% of third graders faced	<p>Committee and Bookmarking process; OK also has a state-approved list of screeners that can be used for promotion. There are cut scores established for each screener to determine if a student is ready for promotion.</p> <p>Alternative assessments and cut scores:</p> <ul style="list-style-type: none"> • SAT 10 – 45th Percentile • Iowa Test of Basic Skills (ITBS) Complete Battery Form A, C or E, Level

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		retention before good cause exemptions were applied. OK reestablished cut score with new assessment and this coming school year the projection is 21% at risk of retention prior to good cause exemptions being applied. OK has performance based good cause exemptions to ensure one test on one day isn't the sole determining factor: alt test and test based student portfolio.	<p>9, Reading Comprehension – 45th Percentile</p> <ul style="list-style-type: none"> • Iowa Test of Basic Skills (ITBS) Core Battery, Form A, C, or E, Level 9, Reading Comprehension – 45th Percentile • TerraNova, Third Edition Complete Battery Level 13, Reading – 45th Percentile
South Carolina	2017-2018	Scores at the lowest achievement level on the state summative reading assessment that equates to Not Met 1 on the Palmetto Assessment of State Standards (PASS). If policy was enacted two years ago, 22% would have been at risk of retention. Then good cause exemptions would apply. SC has performance based exemptions to ensure one test on one day isn't the sole determining factor; Alt test and portfolio.. 2017-2018 is the first year retention is implemented. Roughly 6% is projected to be at risk of retention before good cause exemptions are applied.	<p>Committee and bookmarking process. Cut scores were set in 2017, aligning new assessment cut score for promotion to Not Met 1 on PASS (previous state test); however, there was a splitting of Not Met 1 into two categories and the lowest category is the alignment to new test and therefore roughly 6% will be at risk of retention. SC has set the second lowest cut score for promotion. SC has alt test and student portfolio option for promotion.</p> <p>For cut score setting specifics: ed.sc.gov</p>
Washington	2013-2014	Students scoring “below basic” (lowest of 4 levels) on the third grade statewide assessment are at-risk of retention. Roughly 13% at-risk of retention.	Cut score established by legislation