

Nevada's Read by Grade 3 Program

NDE's Read by Grade 3 Team

NDE's K-5 ELA Lead

Nevada's Literacy Specialists and Elementary Educators

Melody Thompson



Presentation overview

- *Key Components of Nevada's Read by Grade 3 Program* - NDE's Read by Grade 3 Team
- *Update on the Modernization of the Nevada State Literacy Plan* - NDE's K-5 ELA Lead
- *Voices from the Field: Nevada Educators Share Their Experiences with Implementation of Read by Grade 3*
- *Looking Ahead: A Brief Analysis* by Melody Thompson

Understanding Key Components of Nevada's Read by Grade 3 Program

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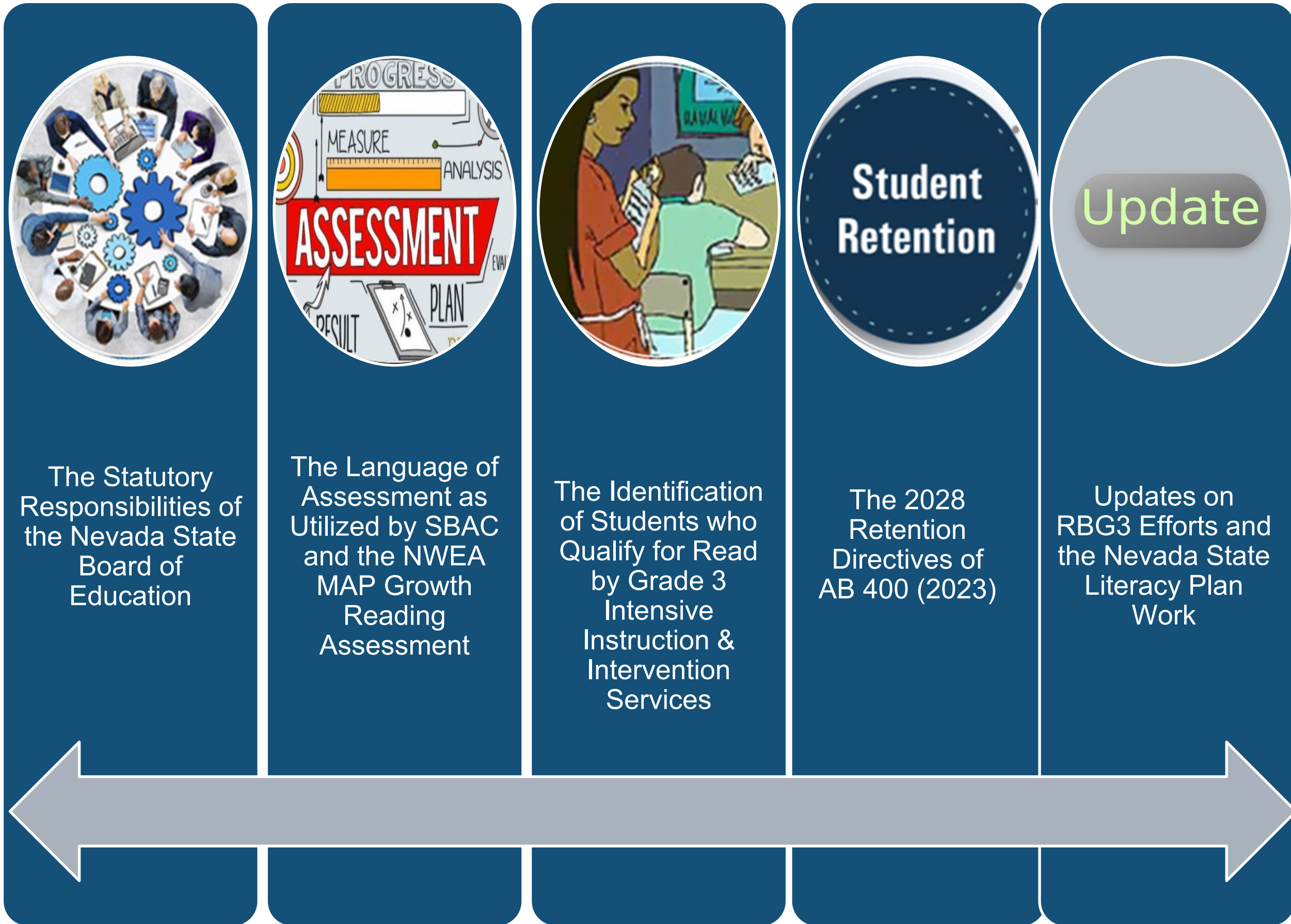
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Key Components of Nevada's Read by Grade 3 Program





What are the statutory responsibilities
of the Nevada State Board of Education
for Read by Grade 3?

Current Statutory Responsibilities of the Nevada State Board of Education for Read by Grade 3

The Read by Grade 3 Act - AB 289 (2019)

Section 1, Subsection 1 (a). The board of trustees of each school district and the governing body of each charter school shall prepare a plan to improve the literacy of pupils enrolled in an elementary school. Such a plan must include, without limitation: (a) A program to provide intervention services and intensive instruction to pupils who have been identified as deficient in the subject area of reading **to ensure that those pupils achieve adequate proficiency** in the requisite **reading skills and reading comprehension skills** necessary **to perform at a level determined by a statewide assessment to be within a level determined by the State Board** for a pupil enrolled in the same grade in which the pupil is enrolled

Current Statutory Responsibilities of the Nevada State Board of Education for Read by Grade 3

The Read by Grade 3 Act - AB 289 (2019)

Section 1, Subsection 1 (b). Procedures for assessing a pupil's proficiency in the subject area of reading using **valid and reliable standards-based assessments that have been approved by the State Board by regulation**

Section 4. The State Board shall prescribe by regulation: (a) Any **training** or professional development that a licensed teacher designated as a **literacy specialist** is required to successfully complete; (b) Any **professional development** that a **teacher** employed by a school district or charter school to teach at an elementary school is required to receive as developed by a licensed teacher designated as a literacy specialist in the subject area of reading; and (c) The **duties and responsibilities** of a licensed teacher designated as a **literacy specialist**.

Current Statutory Responsibilities
of the Nevada State Board of Education
for Read by Grade 3

Nevada Administrative Code

NAC 388.660 - The approval of valid and reliable assessments

NAC 388.662 - The required training for literacy specialists

NAC 388.664 - The required training for elementary classroom teachers

NAC 388.666 - The duties and responsibilities of the literacy specialists

Future Statutory Responsibilities of the Nevada State Board of Education for Read by Grade 3

AB 400 (2023) - The Governor's Omnibus Bill - *Effective 2028*

Section 71, Subsection 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 uniform examination administered pursuant to paragraph (a) of subsection 5 **that meets the passing score prescribed by the State Board**

Future Statutory Responsibilities of the Nevada State Board of Education for Read by Grade 3

AB 400 (2023) - The Governor's Omnibus Bill - *Effective 2028*

Section 71, Subsection 5: The State Board shall prescribe by regulation:(a) **A uniform examination** for administration in **kindergarten and grades 1, 2 and 3** to measure the **proficiency of pupils in the subject area of reading**; (b) **The score** which a **pupil enrolled in grade 3 must obtain** in the subject area of **reading** on the uniform examination administered pursuant to paragraph (a) **to be promoted to grade 4** without a good-cause exemption; and (c) **An alternative examination** for administration to pupils enrolled in grade 3 who do not obtain the passing score in the subject area of reading on the uniform examination administered pursuant to paragraph (a) **and the passing score** such a pupil must obtain on the alternative examination to be promoted to grade 4 without the approval for a good-cause exemption pursuant to section 72 of this act.

Future Statutory Responsibilities of the Nevada State Board of Education for Read by Grade 3

AB 400 (2023) - The Governor's Omnibus Bill - Effective 2028

Section 77, Subsection 3: Each literacy specialist designated pursuant to NRS 388.159 and any teacher or other person with knowledge and expertise relating to providing intervention services and intensive instruction to a pupil in the subject area of reading shall, in addition to any other duties or responsibilities assigned to him or her, **provide intervention services and intensive instruction directly to pupils who do not obtain a score** in the subject area of reading on the **uniform examination** administered pursuant to paragraph (a) of **subsection 5 of section 71 of this act that meets the passing score prescribed by the State Board.**

What are the protocols being used to identify Nevada's elementary students for Read by Grade 3 intervention services and intensive instruction?

The Identification of Students who Qualify for Read by Grade 3 Intensive Instruction & Intervention Services

Students enrolled in K, 1st, 2nd, and 3rd grades who score **at or below the 40th percentile** on the MAP Growth Reading Assessment are identified as “performing below grade level”. This indicator, **along with teacher observation confirming** below grade level performance in the classroom, qualify these students for additional reading support services as mandated by AB 289 (2019).

AB 289 (2019) was revised to include all grades in elementary school. Students enrolled in 4th and 5th grades who score **at a Level 1 or Level 2 on the Smarter Balanced End-of-Year Assessment** from the previous year (2022-2023) are identified as “reading below grade level.” This finding, **along with teacher observation**, qualifies the student for reading support services as mandated by AB 289 (2019).

What is the impact of local practices for elementary reading assessments?

LEAs often use additional assessment measures in addition to the RBG3 required assessments.

Examples:

- AimsWEB
- ARC
- DIBELS
- DRA
- EasyCBM
- ESGI
- FastBridge
- i-Ready
- IXL
- Lexia
- Phonics
- QSI
- Running Records
- Smarter Balanced Illuminate
- Star

What are the 2028 Student Retention Requirements of AB 400 (2023)?

Defining Terms on Student Retention Decision Making

Uniform Examination: The uniform examination is administered in kindergarten and grades 1-3 to measure the proficiency in the subject area of reading. AB 400 (2023) Section 71, Subsection 5 (a)

Subject Area of Reading: The subject area of reading includes, without limitation, phonological and phonemic awareness, decoding skills, reading fluency, vocabulary, and reading comprehension. AB 400 (2023) Section 70.5

The History of Read by Grade 3 Student Retention Decision-Making

2015: The Smarter Balanced Assessment Consortium (SBAC) was the original assessment that was intended to initiate student retention in 2019 at the end of grade 3 per SB 391 (2015) Section 10.1.

2019: AB 289 (2019) removed the mandatory retention requirement and expanded Read by Grade 3 services to grades K-5 in an elementary school.

2028: A pupil must be retained in grade 3 if the pupil does not obtain a score on the **uniform examination** in the **subject area of reading** that meets the passing score prescribed by the State Board. AB 400 (2023) Section 71, Subsection 1

Student Retention in 2028 According to AB 400 (2023)

What are the Identified Good-Cause Exemptions?

AB 400 (2023) Section 72, Subsection 2:

A good-cause exemption must be approved for a pupil who previously was retained in grade 3.

Any other pupil is eligible for a good-cause exemption if the pupil:

- (a) Demonstrates an acceptable level of **proficiency in reading on an alternative standardized reading assessment** approved by the State Board;*
- (a) Demonstrates, through a **portfolio of the pupil's work**, proficiency in reading at grade level, as evidenced by demonstration of mastery of the academic standards in reading beyond grade 3;*

Student Retention in 2028 According to AB 400 (2023) What are the Identified Good-Cause Exemptions?

AB 400 (2023) Section 72, Subsection 2:

(c) Is an English learner and has received not less than 2 years of instruction in a program of instruction that teaches English as a second language;

*(d) Received intensive remediation in the subject area of 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;***

Student Retention in 2028 According to AB 400 (2023)

What are the Identified Good-Cause Exemptions?

AB 400 (2023) Section 72, Subsection 2:

- (e) Is a pupil with a disability and his or her individualized education program indicates that the **pupil's participation in the uniform examination** administered pursuant to paragraph (a) of subsection 5 of section 71 of this act **is not appropriate**; or*
- (f) Is a **pupil with a disability** and: (1) He or she **participates in the uniform examination** administered pursuant to paragraph (a) of subsection 5 of section 71 of this act; (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.***

Updates on Read by Grade 3 Efforts that Support Elementary Literacy Across Nevada

Updates on Read by Grade 3 Efforts that Support Elementary Literacy Across Nevada

The Nevada PRESS Project	Local Education Agency Supports	Professional Learning	Other Potential ESSER-Funded Projects
<p>This program is offered by literacy instructors of the University of Minnesota’s Center for Applied Research and Educational Improvement titled PRESS (Path to Reading Excellence at School Sites).</p>	<ul style="list-style-type: none"> · School Implementation Guide (SIG III) · Local Literacy Plan Mid-Point Check-Ins · Quarterly Meetings with RBG3 Program Leads · Development of a RBG3 Community Connection 	<ul style="list-style-type: none"> · 6th Annual RBG3 Literacy Summit · All In NV Professional Learning Project in collaboration with NWEA. 	<p>Several exciting Science of Reading Projects for the upcoming year are under development at this time.</p>

Update on the Modernization of the Nevada State Literacy Plan



Nevada State Literacy Plan Modernization

- **Transition from the 2015 edition to an updated Nevada State Literacy Plan in 2024.**
 - Provide essential guidance and support to districts and charter schools.
- **Engage in extensive collaboration with partners from higher education, LEAs, and educators.**
 - Foster an inclusive environment for diverse voices and effective literacy strategies.
- **Alignment to the Science of Reading.**
- **Currently engaged in the revision process.**
- **Target release for the updated Nevada State Literacy Plan is set for fall 2024.**

Voices from the Field:
Nevada Educators Share Experiences
Implementing Read by Grade 3

A Brief Analysis
by Melody Thompson