



Read by Grade 3 Timeline of Presentations for the Nevada State Board of Education

January 10, 2024 - The Read by Grade 3 (RBG3) team presented information to the Board on the following topics:

- Key Components of Nevada’s RBG3 Program – Nevada Department of Education’s (NDE) RBG3 team
 - The Statutory Responsibilities of the Nevada State Board of Education
 - The Language of Assessment as Utilized by Smarter Balanced Assessment Consortium (SBAC) and the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) Growth Reading Assessment
 - The Identification of Students who Qualify for RBG3 Intensive Instruction & Intervention Services
 - The 2028 Retention Directives of AB 400 (2023)
- 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 RBG3

April 29, 2024 - The RBG3 team reviewed and provided additional details from the January 10, 2024, presentation to the Board during the RBG3 Subcommittee Meeting/Special Board Meeting.

June 12, 2024 - The RBG3 team provided a presentation of information in response to questions posed by the Board during the April 29, 2024, meeting, including the following topics:

- Retention Policies in Other States
- Retention Component as outlined in AB 400 (2023)
- Uniform Examination and Alternative Assessment
- Crosswalk of AB 400 (2023) and AB 289 (2019)
- Good Cause Exemptions
- Read by Grade 3 Literacy Specialists
- Instruction and Intervention Components

September 4, 2024 - The RBG3 team is providing responses to questions posed by the Board during the June 12, 2024, Board meeting. These responses are indicated below:

State Board Questions for Further exploration from the June 12, 2024 Board meeting:

Question: *Identify the uniform assessment and mandatory score a student must obtain in order to be promoted to fourth grade. What is the current designated cut score and assessment?*

Response: The current uniform assessment being used across grades kindergarten – third grade for RBG3 is the NWEA MAP Growth Assessment. The cut score has not been



determined for promotion. The 40th Percentile and below (along with teacher observation) triggers the intensive instruction and intervention services but is not the cut score for retention.

Question: *What are some options for different cut scores?*

Response: The NWEA MAP Growth assessment contract ends on June 30, 2025. Until the Request for Proposal (RFP) process has been concluded we will not know if the assessment will remain the same or will change. Providing cut score options are premature because those recommendations may change depending upon the assessment.

Question: *What are some options for different assessments (or a matrix)?*

Response: The uniform examination may not be addressed by the development of a matrix. The selection of a uniform examination for RBG3 purposes may be handled in one of three ways:

- One uniform examination to measure proficiency in reading for all grades kindergarten through third grade.
- One uniform examination to measure proficiency in reading for each individual grade level. This may be one uniform examination to measure proficiency in reading for kindergarten, one uniform examination to measure proficiency in reading in first grade, one uniform examination to measure proficiency in reading in second grade, and one uniform examination to measure proficiency in reading in third grade.
- One uniform examination to measure proficiency in reading for specific grade bands. For example, this may be one uniform examination to measure proficiency in reading for kindergarten and first grade, and one uniform examination to measure proficiency in reading for second and third grades.

NDE intends to add an agenda item for the October meeting to review the RFP process.

Question: *Alternative and uniform assessments – it appears that it may be permissible for the State Board to pursue:*

- a. *Multiple measures for each the alternative and the uniform assessments*
- b. *Measures in another language for students whose primary or dominant language is not English.*
- c. *Possibility of designating that the assessment be in matrix form*

Response: The Board may select only one alternative assessment for reading for RBG3 purposes. The Board may ask the NDE to conduct an RFP process for the RBG3 alternative assessment.



Question: *Deep dive on each of the good cause exemptions.*

- a. *Relative to the portfolio:*
 - i. *What components might be considered to be included so that a uniform approach is undertaken statewide (apples to apples)?*
- b. *Relative to students who receive special education supports:*
 - i. *To what extent does the disability category matter, if at all? What is legally permissible?*
 - ii. *What happens when IEP teams are rejected when requesting the Nevada Alternative Assessment be used for a student? How are those students then considered?*
- c. *Relative to English language learners.*
 - i. *No student with less than two years of exposure or instruction in English is expected to be fluent/literate. What flexibility does the Board have to expand the good cause exemption relative to multiple language learners?*
 - ii. *English language learners will be a major student group negatively impacted by this law in general. How can we ensure they are protected and given appropriate consideration independent from the consideration given their monolingual peers?*

Response: The State Board of Education can put forth regulations to help define ambiguous terms included in the Good Cause-Exemptions. However, the State Board of Education would not have the purview to make the case by base decisions on who the exemptions apply to. NDE will work with the RBG3 work group that will include both state and national experts to provide options for the Board to consider.

Question: *How can we take into account the instruction and intervention components that a child may have (or may not have) experienced? Caution against penalizing a student with retention when they did not receive appropriate instruction or intervention prior to the retention (potentially for several years). AB400 does not address appropriate intervention or instruction. What clarifying guidance can the State Board put into place to support and ensure these two things take place on students' behalf without undo penalty to them?*

Response: The Nevada Educator Performance Framework (NEPF) was established by the State Board of Education as a performance evaluation system for teachers and building level administrators. Appropriate intervention or instruction would have to be evaluated and determined at the site-level, because it is not addressed within any Nevada laws for RBG3.

Documentation of RBG3 interventions and intensive instruction must be captured in the plan to monitor the growth of a pupil in the subject area of reading. This is required for any student in kindergarten through third grade who has been identified for RBG3 intervention and intensive instruction by scoring at or below the 40th percentile on the MAP Growth Reading assessment, and teacher observation.



NRS 392.755, “A plan to monitor the [progress] growth of a pupil in the subject area of reading must be established by [the] a licensed teacher [of the pupil] and any other relevant licensed school personnel and approved by the principal of the school and the parent or legal guardian of the pupil.

The plan must include a description of any intervention services and intensive instruction that will be provided to the pupil to correct the area of deficiency and must include that the pupil will receive intensive instruction in reading [to ensure] until the pupil achieves 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 established by the State Board of Education for a pupil enrolled in the same grade in which the pupil is enrolled.

Such instruction must include, without limitation, the programs and services included in the plan to improve the literacy of pupils enrolled in [kindergarten and grades 1, 2 and 3] elementary school approved by the Department pursuant to NRS 388.157.”

NRS 388.159 requires that the principal of a public elementary or charter school must designate a licensed teacher as the literacy specialist. This literacy specialist must have a range of skills and abilities, including the capacity to enhance student literacy, collaborate with the principal, and facilitate professional learning. The literacy specialist plays a vital role in supporting educators as they develop and execute individualized learning plans for students, as outlined in NRS 392.755. When effectively utilized, the literacy specialist ensures that educators receive the necessary support for delivering targeted interventions and instruction, and that students receive tailored instruction to meet their specific needs.

Additionally, the Good-Cause exemptions include a student portfolio which must demonstrate, 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. The Board can put forth regulations to clarify what must be included in the student portfolio.

Next Steps -

September/October, 2024 - The RBG3 team will be convening a work group of state and national experts to explore the following:

- Current understanding of AB 289 (2019) and AB 400 (2023) including:
 - NRS 392.750 (effective July 1, 2028) - Written notice of deficiency in subject area of reading to parent or legal guardian of pupil in elementary school
 - NRS 392.760 (effective July 1, 2028) - Provision of school intervention services and intensive instruction to pupil who does not obtain certain score on uniform examination; literacy specialist to provide intervention services and instruction; provision of summer school



- NRS 392.780 (effective July 1, 2028) - Required retention of pupil in grade 3 for failure to obtain passing score in reading; notice of retention; development of policy to promote certain retained pupils to grade 4; placement in transitional setting; regulations
- NRS 392.785 (effective July 1, 2028) - Authorization for principal to promote to grade 4 certain pupils who would otherwise be retained in grade 3 after approval of good-cause exemption; eligibility for exemption; procedure; notice; continued provision of intervention services and intensive instruction
 - Research and responses to clarifying questions posed by the State Board of Education
 - Recommendations for further research and actions

November 2024 - The RBG3 team will provide a presentation to the Board summarizing the recommendations of the work group

Ongoing monthly meetings until Fall 2025