



# Early Literacy Matters


## State-by-State Policy Implementation Report

Explore Nevada's adoption and implementation of the 18 Early Literacy Fundamental Principles.



# Early Literacy Policy Implementation Rubric

Comprehensive Early Literacy Policy establishes support and intensive reading interventions for all K–3 students to ensure they read on grade level by the end of 3<sup>rd</sup> grade. The policy also requires 3<sup>rd</sup> grade students to demonstrate sufficient reading skills for promotion to 4<sup>th</sup> grade. For students severely below grade level and who do not qualify for a good cause exemption, retention provides struggling readers the additional time and intensive interventions they need to catch up with their peers.

 <p><b>FULL IMPLEMENTATION</b></p>	<p>The fundamental principle is adopted in policy, and there is evidence of full implementation.</p> <p> <b>ABOVE &amp; BEYOND BADGE:</b> This badge recognizes efforts that exceed full implementation.</p>
 <p><b>PARTIAL IMPLEMENTATION</b></p>	<p>The fundamental principle is adopted in policy, but there is limited evidence of implementation.</p>
 <p><b>FUTURE IMPLEMENTATION</b></p>	<p>The fundamental principle is adopted in policy with a future date for implementation.</p>
 <p><b>PRINCIPLE NOT ADOPTED</b></p>	<p>The fundamental principle is not adopted in policy, does not meet minimum implementation requirements or is grant-based and not sustainable.</p>

# Early Literacy Policy Implementation Rubric

## PURPOSE

The purpose of this document is to provide an analysis of states' implementation of K–3 reading policies aligned to ExcelinEd's [fundamental principles](#) of an early literacy policy. It builds on an analysis of states' adoption of statutes and regulations establishing requirements for each component of the four fundamental principle areas, which are:

1. [Supports for Teachers & Policy](#)
2. [Assessment & Parent Notification](#)
3. [Instruction & Intervention](#)
4. [Retention & Intensive Intervention](#)

This report summarizes evidence of Nevada's early literacy policy implementation using an implementation rubric designed to gauge state progress toward full implementation of early literacy policies. Each of the fundamental principles is addressed in a separate table.

## ADOPTION IMPLEMENTATION

13 out of 18



### STATE POLICY ADOPTION REFERENCE MATERIALS

- [NRS 388.158 Plan to improve literacy of pupils enrolled in elementary school](#)
- [NRS 388.159 Literacy specialist: Designation; additional compensation; provision of professional development in subject area of reading; regulations](#)
- [NRS. 392, et al. Literacy Requirements](#)
- [Nevada Department of Education, Nevada's Read by Grade 3 Program](#)
- [Nevada State Literacy Plan \(2015\)](#)

# Science of Reading (SOR) Training



## IMPLEMENTATION LEVEL

### PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

## EVIDENCE/GUIDANCE

### Evidence of the state's policy implementation and/or guidance in this area includes:

- Nevada DOES NOT require K–3 teachers and administrators to participate in state-adopted science of reading training.
- Nevada [policy](#) DOES require each licensed teacher employed by a school district to teach at an elementary school and who is responsible for providing instruction in reading to complete training created by a licensed teacher who is designated as a literacy specialist; however, there is no requirement that this training be aligned to the science of reading.

## CONSIDERATION(S) FOR STRENGTHENING POLICY

- Nevada should adopt science of reading training that is required for all K–3 teachers and administrators.
- In adopting the science of reading-aligned training that is required for educators and administrators, Nevada should establish an implementation plan for rollout that is clearly communicated to all educators.

# Literacy Coaches



## IMPLEMENTATION LEVEL

### PARTIAL IMPLEMENTATION

Literacy coaches are present in policy and trained in the science of reading, and they may provide job-embedded professional development and coaching to K–3 teachers based on student data or other models.

## EVIDENCE/GUIDANCE

### Evidence of the state’s policy implementation and/or guidance in this area includes:

- Nevada [policy](#) DOES provide for literacy specialists to provide coaching and professional development to K–3 teachers; however, it is not clear these specialists are trained in the science of reading.
- Nevada [policy](#) DOES require literacy specialists to be trained in evidence-based best practices for instruction and intervention concerning literacy, methods for screening for and intervention concerning dyslexia, and using the assessments approved by the State Board.

## CONSIDERATION(S) FOR STRENGTHENING POLICY

- Nevada should ensure that all literacy specialists are *trained in the science of reading* and the state should assign a literacy coach to each elementary school to provide job-embedded professional development and coaching to K–3 teachers.

# Educator Preparation Program (EPP) Alignment



## IMPLEMENTATION LEVEL

### PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

#### EVIDENCE/GUIDANCE

**Evidence of the state’s policy implementation and/or guidance in this area includes:**

- Nevada DOES NOT have standards for educator preparation programs that address the core components of scientifically based reading. ([NCTQ, Nevada Summary \(2023\)](#))
- Nevada DOES allow educators to receive endorsements as specialists in teaching reading, which requires graduate semester hours of courses in reading, including foundations of reading, etiology and diagnosis of reading problems, clinical practice in correcting reading problems, and research in reading. ([NAC 391.290 Endorsement as specialist in teaching reading](#); [NDE, School Reading Specialist Endorsement](#))

#### CONSIDERATION(S) FOR STRENGTHENING POLICY

- Nevada should ensure that EPP required coursework for elementary, early childhood, and special education candidates is aligned to the science of reading and prohibits the use of course materials that include three-cueing.
- Nevada should ensure the coursework includes evidence-based literacy instruction, how to administer reading assessments, and how to identify students with reading difficulties, such as dyslexia.

# Educator Preparation Program (EPP) Assessment



## IMPLEMENTATION LEVEL

### PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

## EVIDENCE/GUIDANCE

### Evidence of the state's policy implementation and/or guidance in this area includes:

- Nevada DOES require a licensure test that addresses reading: Praxis Elementary Education: Multiple Subjects, Reading and Language Arts subtest; however, this licensure test DOES NOT adequately address all five core components of reading. ([NCTQ, Nevada Summary \(2023\)](#); [NCTQ, False Assurances: Many states' licensure tests don't signal whether elementary teachers understand reading instruction \(Nov. 2023\)](#))

## CONSIDERATION(S) FOR STRENGTHENING POLICY

- Nevada should require elementary education candidates to pass an assessment that is aligned to the science of reading in order to obtain teacher licensure.

# Funding for Literacy Efforts



## IMPLEMENTATION LEVEL

### PARTIAL IMPLEMENTATION

Funding is dedicated to some but not all early literacy fundamental principles and may be temporary or grant based.

## EVIDENCE/GUIDANCE

**Evidence of the state’s policy implementation and/or guidance in this area includes:**

- Nevada DOES provide direct funding specifically to support state and/or local implementation of early literacy fundamental principles. These include:
  - *Read by Grade 3* funding (statewide base per pupil funding amount: \$31,429,229 per FY)
  - Early Childhood Literacy and Readiness Account, used to support early childhood literacy, which must be evidence based (\$70 million for FY23–24 and \$70 million for FY24–25)

## CONSIDERATION(S) FOR STRENGTHENING POLICY

- Nevada should determine the adequate funding level to ensure implementation of the fundamental principles are fully funded.



# Universal Reading Screener



## IMPLEMENTATION LEVEL

### FULL IMPLEMENTATION

A state-approved universal reading screener is administered to K–3 students three times per year to identify students at risk for reading failure.

## EVIDENCE/GUIDANCE

**Evidence of the state’s policy implementation and/or guidance in this area includes:**

- Nevada has approved two universal reading screeners to be administered to K–3 students three times per year (fall, winter, and spring): Brigance Early Childhood Screens III (Kindergarten only) and NWEA MAP Growth Reading. ([NDE, A Summary of Nevada’s Read by Grade 3 Program](#))

## CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.

# Screeners for Characteristics of Dyslexia



## IMPLEMENTATION LEVEL

### PARTIAL IMPLEMENTATION

A state-approved screener for characteristics of dyslexia assesses the following skills as developmentally appropriate: phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, rapid naming, encoding, and oral reading fluency. The screener is administered only to students who are flagged as at risk on the universal reading screener or upon teacher or parent request.

## EVIDENCE/GUIDANCE

### Evidence of the state’s policy implementation and/or guidance in this area includes:

- Nevada DOES require schools to screen K–3 students for characteristics of dyslexia, if the student has indicators for dyslexia and needs intervention. ([Nevada’s Dyslexia Resource Guide \(2015\)](#))
- Nevada DOES screen students for dyslexia by assessing the following skills: phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding skills, rapid naming skills, and encoding skills. ([Nevada’s Dyslexia Resource Guide \(2015\)](#))
- Nevada DOES provide guidance to schools on the topic of dyslexia, including possible screening tools that schools may want to use; however, the state HAS NOT approved a screener for characteristics of dyslexia. ([Nevada’s Dyslexia Resource Guide \(2015\)](#))

## CONSIDERATION(S) FOR STRENGTHENING POLICY

- Nevada should expand policy and adopt a dyslexia screener to be administered to *all students* at the end of Kindergarten and the beginning of 1<sup>st</sup> and 2<sup>nd</sup> grade.
- Nevada should ensure that *all of the following skills* are assessed on the state-approved screener, as developmentally appropriate: phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, rapid naming, encoding, and oral reading fluency.
- To ensure information being communicated by stakeholders is up to date, Nevada may want to consider updating the state’s Dyslexia Resource Guide, as the most recent version found was from 2015.

# Parental Notification



## IMPLEMENTATION LEVEL

### FULL IMPLEMENTATION

The state requires parental notification of students identified with reading difficulties within 30 days of each administration of the state-approved universal reading screener and/or dyslexia screener.

## EVIDENCE/GUIDANCE

### Evidence of the state's policy implementation and/or guidance in this area includes:

- Nevada DOES require schools to notify parents of students identified with reading difficulties within 30 days of the administration of the state-approved universal reading screener. ([NDE, A Summary of Nevada's Read by Grade 3 Program](#))
- Nevada DOES require the notice to include identification of programs and services the student will receive, home reading strategies, and criteria for identifying below grade level status in reading. ([NDE, A Summary of Nevada's Read by Grade 3 Program](#))

## CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.

# District Adoption of High-Quality Instructional Materials



## IMPLEMENTATION LEVEL

### PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

#### EVIDENCE/GUIDANCE

**Evidence of the state’s policy implementation and/or guidance in this area includes:**

- Nevada DOES NOT require school districts to adopt high-quality instructional materials aligned to the science of reading and state standards.
- Nevada HAS created a [state approved list](#) of instructional resources for English Language Arts, which provide guidance on alignment to standards; however, the list DOES NOT mention alignment to the science of reading.

#### CONSIDERATION(S) FOR STRENGTHENING POLICY

- Nevada should create a vetted and approved list of *high-quality instructional materials* that are aligned to both the science of reading and state standards that districts can use for adoption of instructional materials.
- Nevada should require districts to post their adopted materials on their websites.

# Elimination of Three-Cueing Instructional Materials



## IMPLEMENTATION LEVEL

### PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

#### EVIDENCE/GUIDANCE

**Evidence of the state's policy implementation and/or guidance in this area includes:**

- Nevada DOES NOT, through policy, guidance, training, or other avenues, prohibit or discourage the use of instructional materials that include three-cueing.

#### CONSIDERATION(S) FOR STRENGTHENING POLICY

- Nevada should adopt a policy, clearly in statute or regulation, that prohibits the use of three-cueing.

# Individual Reading Plans



## IMPLEMENTATION LEVEL

### PARTIAL IMPLEMENTATION

The state requires schools to develop and implement an individual reading plan for students who are identified as having a reading deficiency based upon screening results. Timeline and monitoring may vary.

## EVIDENCE/GUIDANCE

### Evidence of the state’s policy implementation and/or guidance in this area includes:

- Nevada DOES require the administrator of schools to develop a plan to monitor student reading growth, as well as require the student’s teacher to develop and update a portfolio of the student’s reading growth. ([NDE, Assembly Bill 289 Guidance](#))
- Nevada DOES monitor these plans by requiring the district to review and evaluate the student plans for monitoring growth of students who are receiving reading intervention services and intensive instruction. ([NDE, Assembly Bill 289 Guidance](#))
- Nevada DOES require the school to provide written confirmation to parents that the student will receive intervention services, including a description of the reading services that will be provided. ([NDE, Assembly Bill 289 Guidance](#))

## CONSIDERATION(S) FOR STRENGTHENING POLICY

- Nevada should require schools to create and implement the individual reading plan *within 30 days* of identification of the reading deficiency.

# Regular Monitor Student Progress



## IMPLEMENTATION LEVEL

### FULL IMPLEMENTATION

The state requires schools to regularly monitor and document students' progress within a multi-tiered system of supports (MTSS) and utilize the data to inform instruction and interventions as needed and in a timely manner. Monitoring can take many forms (i.e., observations, screeners, assessments, and student work).

## EVIDENCE/GUIDANCE

**Evidence of the state's policy implementation and/or guidance in this area includes:**

- Nevada DOES require elementary schools to create a plan to monitor the growth of students reading below grade level. ([NDE, Assembly Bill 289 Guidance](#))
- Nevada DOES track district and school monitoring of students' progress within a MTSS. ([Nevada's Framework for Equitable Integrated System of Student Supports \(2018\)](#))
- Nevada DOES require the intervention to continue until the student reads at grade level. ([NDE, Assembly Bill 289 Guidance](#))

## CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.

# Evidence-Based Interventions



## IMPLEMENTATION LEVEL

### PARTIAL IMPLEMENTATION

The state requires school districts to target students' needs by adopting evidence-based interventions grounded in the science of reading and may provide guidance in the selection of the interventions. Interventions are provided before, during, or after school.

#### EVIDENCE/GUIDANCE

**Evidence of the state's policy implementation and/or guidance in this area includes:**

- Nevada DOES require schools to provide reading intervention and intensive instruction sessions for students identified as having difficulties with reading. ([NDE, A Summary of Nevada's Read by Grade 3 Program](#))
- Nevada DOES require the intervention services and intensive instruction for students to include phonological and phonemic awareness, decoding, reading fluency, vocabulary and comprehension. ([NDE, Assembly Bill 289 Guidance](#))
- Nevada DOES provide information on interventions that may be offered, including instruction through extended day, week, or year; instruction offered over the summer; tutoring or mentoring; and others. ([NDE, Assembly Bill 289 Guidance](#))

#### CONSIDERATION(S) FOR STRENGTHENING POLICY

- Nevada should ensure the interventions adopted by school districts are grounded in the science of reading and in a *vetted and approved list* that districts can use to choose the interventions.



# Summer Reading Camps



## IMPLEMENTATION LEVEL

### PARTIAL IMPLEMENTATION

The state requires districts to offer summer reading camps to students at risk of reading failure to remediate learning loss and/or build reading skills.

#### EVIDENCE/GUIDANCE

**Evidence of the state’s policy implementation and/or guidance in this area includes:**

- Nevada [policy](#) DOES require districts to offer summer reading camps to students in 2<sup>nd</sup> grade or 3<sup>rd</sup> grade who are at risk of reading failure.
- Nevada IS required to create a summer literacy planning guide for all *Read by Grade 3* programs. ([NDE, A Summary of Nevada’s Read by Grade 3 Program](#))

#### CONSIDERATION(S) FOR STRENGTHENING POLICY

- Nevada should require districts to offer summer reading camps to *rising 1<sup>st</sup>–4<sup>th</sup> grade students* at risk of reading failure to remediate learning loss and/or build reading skills.
- Nevada should also require all staff at the summer reading camps to be trained in the science of reading.

# Parent Read-At-Home Plan



## IMPLEMENTATION LEVEL

### PARTIAL IMPLEMENTATION

The state requires schools to provide read-at-home plans to parents as soon as a student is identified with a reading deficiency. Strategies shared with parents target students' needs based on data and are aligned with the science of reading.

## EVIDENCE/GUIDANCE

### Evidence of the state's policy implementation and/or guidance in this area includes:

- Nevada DOES require the notice to parents regarding students identified with reading difficulties to include home reading strategies. ([NDE, A Summary of Nevada's Read by Grade 3 Program](#))
- Nevada DOES require schools to provide one of the following instructional options to parents of students reading below grade level: evidence-based supplemental tutoring, a home reading plan that will support reading at home, or a mentor or tutor who has received specialized training in teaching students how to read. ([NDE, Assembly Bill 289 Guidance](#))

## CONSIDERATION(S) FOR STRENGTHENING POLICY

- Nevada should ensure that the read-at-home plans that schools provide to parents include strategies that target students' needs based on data and are aligned to the science of reading.

## Initial Determinant Retention at 3<sup>rd</sup> Grade Based on State Assessment



### IMPLEMENTATION LEVEL

### FUTURE IMPLEMENTATION

#### EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- By 2028–29, Nevada [policy](#) WILL require students who are unable to demonstrate sufficient reading skills on the state test-based options provided be retained.

#### CONSIDERATION(S) FOR STRENGTHENING POLICY

At this time, we have no considerations for strengthening this principle.

# Multiple Options for Promotion



## IMPLEMENTATION LEVEL

## FUTURE IMPLEMENTATION

### EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- By 2028–29, Nevada [policy](#) WILL offer at least three options for promotion to 4<sup>th</sup> grade, including achieving a predetermined level on the state reading assessment or showing adequate proficiency in reading at any time during the year, demonstrating sufficient skills through a portfolio of student work, or demonstrating proficiency on an alternative standardized reading assessment.
- By 2028–29, Nevada [policy](#) WILL provide for a determination to place a student in a transitional setting, where the principal of the school determines that a student is not academically ready for promotion to 4<sup>th</sup> grade after being retained in 3<sup>rd</sup> grade and receiving intensive instructional services. This setting is designed to allow the student to produce learning gains sufficient for 4<sup>th</sup> grade, while continuing to receive remediation in the subject area of reading.

### CONSIDERATION(S) FOR STRENGTHENING POLICY

At this time, we have no considerations for strengthening this principle.

# Good Cause Exemptions for Some Students



## IMPLEMENTATION LEVEL

## FUTURE IMPLEMENTATION

### EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- By 2028–29, Nevada [policy](#) WILL allow for good cause exemptions for promotion to 4<sup>th</sup> grade, which includes exemptions for English language learners, students who were previously retained, and students with a disability in certain circumstances.

### CONSIDERATION(S) FOR STRENGTHENING POLICY

At this time, we have no considerations for strengthening this principle.

