

# Nevada's Third Grade Retention Policy: What Parents Should Know

Nevada made it a priority to ensure that every child can read at or above grade level by the end of third grade. The Read by Grade 3 program, also known as Nevada K.I.D.S. Read, brings parents and educators together to ensure that readers who struggle with reading receive the right set of supports as early as possible.

**Starting in the 2019-2020 school year, a student will be retained if, at the end of third grade, it is determined that they need additional time and support to read on grade level.**

## Providing Students with Additional Time and Support

At the end of third grade, it may be determined that a student needs additional time and support to gain grade-level reading skills before advancing to the fourth grade. This decision will be made by school literacy teams and based on a number of factors, including a student's performance on assessments, reading portfolios, and progress monitoring history. Teachers and principals will communicate with parents if there is a need for retention at the end of third grade.

## Retention is Not Just a Simple Repetition of Third Grade

The additional year in third grade provides struggling readers with the extra time and targeted resources and supports they need to meet their individual reading needs, setting them up for success in fourth grade and beyond.

If a student is retained, a detailed plan is written. This plan outlines the instructional services the school will provide to them to help him or her read on grade level, a timeline for frequent monitoring of his or her progress, and how the school will communicate with parents. Except under special circumstances, students who are retained are taught by a different teacher designated as a highly effective instructor.

Reading supports during the retention year may include:

- At least 90 minutes of research-based reading instruction each school day
- Targeted reading instruction in small groups or classes with smaller teacher-student ratios
- Tutoring and mentoring
- Instruction provided through an extended school day, school week, or school year
- Summer reading programs and camps
- A home reading plan for parents

## Good-Cause Exemptions

Some students are exempted from retention. These decisions, known as “good-cause exemptions,” are made on a case-by-case basis by school district superintendents.

Examples of good-cause exemptions include students who:

- Demonstrate an acceptable level of proficiency on an alternate state standardized assessment approved by the State Board of Education
- Demonstrate proficiency in reading through a portfolio of work and assignments
- Have limited English proficiency and have received less than two years of instruction in an English language learner program
- Have received intensive remediation supports for reading for two or more years, but still demonstrate a reading deficiency
- Were previously retained in kindergarten, first grade, or second grade for a total of two years, but still demonstrate a reading proficiency
- Have a disability and his/her individual education program (IEP) indicates that his/her participation in the state assessment is not appropriate
- Have a disability and participate in the state assessment, have received intensive remediation in reading for two or more years but are still demonstrating a reading deficiency, or he/she was previously retained in kindergarten, first grade, second grade, or third grade
- Were previously retained in third grade

## A Comprehensive Approach to Supporting Struggling Readers

Nevada K.I.D.S. Read is a comprehensive reading program, and retention is just one part of its holistic approach. Supporting struggling readers begins before the need for retention is determined. If a student in grades K-3 is identified as having a reading difficulty, teachers and schools will immediately provide them with additional literacy supports to help strengthen their reading skills, with the goal of reading on grade level by the end of third grade.

### Identifying Struggling Readers Early

Nevada K.I.D.S. Read ensures that teachers and schools identify struggling readers early and provide them with supports and resources to build their reading skills. All students in grades K-3 are screened with a statewide assessment to identify potential reading difficulties within the first 30 days of school.

### Creating a Monitoring Plan and Working with Parents

If a student is identified as having a reading difficulty, school literacy teams will create a plan to monitor their reading progress. Parents are an important part of this team and are included in the process from the very beginning. Schools will work in partnership with parents to identify necessary instructional supports and resources for their child. Parents will also receive tips to support their child’s reading at home.

## What is Nevada K.I.D.S. Read?

Nevada K.I.D.S. Read is Nevada’s Read by Grade 3 program. Passed in 2015 by the Nevada state legislature, the program provides effective early interventions for all K-3 students who are struggling in reading. As part of the program:

- Every school is required to create and implement a K-3 literacy plan.
- Every K-3 teacher is required to complete reading-focused training and professional development.
- Principals must designate a learning strategist to provide reading instructional support for all teachers in their school.

**Learn more about Nevada K.I.D.S. Read at [www.doe.nv.gov/RBG3/Home](http://www.doe.nv.gov/RBG3/Home).**