NVASP Position Statement: SB391

While NVASP agrees with the push for more support given to students with reading deficits, we do not support retention as an effective academic solution. The unanimous conclusion of over three decades of research has found that retention provides little to no benefit for struggling students. However, it’s important to note that moving struggling students to the next grade, often referred to as social promotion, can be an equally ineffective alternative. The research instead points to the use of evidence-based interventions through Response to Intervention (RTI) as an effective approach for meeting the needs of all students. Through RTI, students receive evidence-based instruction on a school-wide basis, and when necessary, receive additional instructional support that targets their specific academic deficit. RTI is commonly used throughout schools in Nevada and is consistent with current educational policy. Given its strong empirical support, it is of utmost importance that SB391 emphasizes the enhancement of RTI, while removing the requirement of retention for third grade students who are not proficient in reading. We strongly believe that this approach will produce the most beneficial outcome for all students as evidenced by the overwhelming amount of current research.

NVASP highly recommends you read about the myriad of research done on retention by reading an article from the National Association of School Psychologists:

<http://www.nasponline.org/about_nasp/positionpapers/WhitePaper_GradeRetentionandSocialPromotion.pdf>

We also urge you to learn more about the empirically driven, best practice procedures which make up RTI:

<http://www.nasponline.org/about_nasp/positionpapers/AppropriateAcademicSupport.pdf>

For more information, please refer to the National Association of School Psychologists position statement on retention:

<http://www.nasponline.org/about_nasp/positionpapers/GradeRetentionandSocialPromotion.pdf>