Background

Senate Bill 460 (SB460) of the 83rd Legislative Session (2025) established statewide requirements for Science of Reading professional development. These requirements, codified in NRS 391A.386, are intended to strengthen literacy instruction by ensuring that educators and other designated school personnel receive professional development grounded in the Science of Reading.

NRS 391A.386 requires Nevada school districts and charter schools to ensure that designated personnel successfully complete a Science of Reading professional development course approved by the Nevada Department of Education (NDE). Personnel required to complete this coursework include:

- **Teachers:** Educators who teach students in kindergarten through third grade (K–3).
- **Administrators:** Administrators of schools serving students in K-3, as well as administrators who supervise those administrators or are responsible for shaping educational systems that affect student achievement in reading.
- **Paraprofessionals:** Personnel who directly provide instructional support to students in K–3.

Approved professional development may be provided directly by local education agencies (LEAs), including school districts and charter schools, or through agreements with institutions of higher education or regional professional development programs. The required professional development must be provided at no cost to employees.

School districts and charter schools are responsible for ensuring that personnel subject to the statutory requirement successfully complete the approved professional development within the applicable timeframe. Completion deadlines are determined by the date an employee begins serving in a position subject to the requirement, as outlined below.

Personnel Employment Date	Statutory Completion Deadline
Employed in an applicable position before August 1, 2025	No later than June 30, 2028
Employed in an applicable position on or after August 1, 2025	Within 3 years of the employment start date

Local education agencies (LEAs) are responsible for maintaining records documenting the successful completion of required Science of Reading professional development by applicable personnel and submitting completion data to the Nevada Department of Education (NDE). Under NRS 391A.386, NDE is responsible for:

- Developing, maintaining, and publishing a list of approved Science of Reading professional development courses.
- Preparing and publishing an annual report, due November 1 of each year, documenting school district and charter school progress toward meeting statutory professional development requirements. The report includes:
    - The number of personnel required to complete professional development and the percentage who have successfully completed it, disaggregated by school district and charter school.

- The approved professional development providers and the standards used to evaluate and approve courses.
- An analysis of statewide implementation trends and challenges, including recommendations to support continued progress toward statutory requirements.

This report must be submitted to the Governor, the State Board of Education, the Nevada Legislature, and LEAs. This report is based on the progress toward implementation completed across SY25-26 and recognizes that implementation is an ongoing process not anticipated for completion until June 30, 2028. The findings and recommendations of this report are intended to support continued implementation, identify opportunities for technical assistance, and strengthen statewide access to evidence-based literacy professional development.

Statewide Training Completion Rates

The Department collected Science of Reading professional development completion data from each of the 17 school districts and 40 charter schools pursuant to NRS 391A.386. Statewide, **14,380 personnel** were identified as required to complete Science of Reading professional development training. Of those personnel, **4,522 have successfully completed** the required training, representing a statewide completion rate of **31.45%**.

Table 1. Statewide Science of Reading Professional Development Completion, 2026

Reporting Entity	Personnel Required	Personnel Completed	Completion Rate
School Districts (17)	12,423	4,248	34.19%
Charter Schools (40)	1,957	274	14.00%
Statewide Total	**14,380**	**4,522**	**31.45%**

Note: Completion rates were calculated by dividing the number of personnel who completed the required professional development by the total number of personnel identified as required to complete the training. See Appendix C regarding data collection and methodology.

This data establishes a statewide baseline for monitoring implementation of Science of Reading professional development requirements. Completion rates varied across districts, ranging from 0% to 68%, as identified in Appendix A. Washoe County School District reported the highest completion percentage at 68% of applicable staff, followed by Humboldt County School District at 47% and White Pine County School District at 42%. Clark County School District reported 34% of applicable staff had completed the training, representing approximately 78% of all reported district completions statewide. Comparatively, five school districts reported no personnel completion during the reporting cycle, and the remaining eight districts reported mixed completion rates. These results reflect reported completion status during the implementation period and do not independently indicate failure to meet statutory training deadlines.

Completion rates varied considerably among charter schools as identified in Appendix B. Mariposa Language & Learning Academy reported 100% completion, followed by Do and Be Arts Academy of Excellence at 80% and Odyssey Charter School at 75%, while several charter

schools reported no completed personnel to date. As with school districts, these figures represent training completion progress during the statutory implementation period and should not be interpreted as evidence of individual noncompliance. Please note that the charter schools listed represent only those charter schools that offer K-3 programming, and that these charter schools are represented at the charter level, not the campus level.

In total, reported completion rates vary between school districts and charter schools, with a district completion rate of 34% compared to 14% across charter schools. The variation in completion rates suggests a need for continued monitoring and opportunities to better understand differences in training implementation across charter schools. Additional information regarding access to approved professional development, scheduling, staffing, and local implementation practices may help inform future technical assistance and support. NDE will continue to monitor statewide completion rates, support LEAs in accessing approved professional development opportunities, and evaluate implementation progress in subsequent reporting cycles.

Professional Development Providers and Approval Standards
NDE maintains a publicly available list of approved Science of Reading professional development courses and recognized pathways on its *Science of Reading website*. The list includes approved providers, course titles, approval dates, and recognized pathways and is reviewed and updated monthly as additional courses and pathways receive approval.

As of August 24, 2026, the approved list identified 20 approved professional development courses and three additional recognized pathways through which educators may satisfy the statutory requirement. Approved courses are offered by NDE, regional professional development programs, school districts and charter schools, institutions of higher education, and external professional development organizations. These courses serve teachers, administrators, and paraprofessionals, while recognized pathways provide opportunities to satisfy the requirement through qualifying previously completed professional development or literacy credentials.

NDE maintains an application and review process through which professional development providers may submit courses for approval. Courses developed for in-service personnel under NRS 391A.386 are evaluated using an established rubric to determine alignment with applicable statutory and regulatory requirements (see Appendix D). Preservice educator preparation requirements established under NRS 391.019 are evaluated through a separate approval process and are outside the scope of this report.
To receive approval, professional development courses must provide a minimum of 15 hours of comprehensive training addressing the five essential components of reading instruction:

- **Phonological and phonemic awareness:** Understanding and manipulating the sound structures of spoken language.
- **Phonics:** Understanding the relationships between letters and sounds to support decoding and word recognition.
- **Fluency:** Developing accurate, appropriately paced, and expressive reading, including accuracy, rate, and prosody.
- **Vocabulary:** Developing word knowledge, including academic language and strategies for understanding unfamiliar words.

- **Comprehension:** Constructing meaning from text through knowledge building, understanding text structures, and applying comprehension strategies and higher-order thinking.

Submissions must include a professional development plan, learning objectives or outcomes, instructional materials, examples of assignments or assessments, and the proposed delivery format. NDE evaluates submitted materials for alignment with the required components, and courses that fully satisfy the evaluation criteria may be approved, while courses that do not meet the requirements are identified for revision.

The evaluation rubric also identifies supplemental instructional topics that may be incorporated into professional development, including differentiated instruction, literacy-focused Multi-Tiered Systems of Support (MTSS), coaching and mentoring, behavior management, trauma-informed practices, and vertical alignment of literacy instruction.

Trends, Challenges, and Recommendations
The statewide completion rate of 31.45% demonstrates that professional development implementation is underway across the state, with varying levels of completion among LEAs. As SY25-26 represents the baseline reporting year, the findings establish a starting point for measuring progress in subsequent reporting cycles rather than documenting changes over time.

The difference between implementation rates for school districts (34%) versus charter schools (14%) represents one of the most notable patterns in the SY25-26 data and warrants continued monitoring. In general, the variation across LEAs provides an opportunity to examine implementation practices, identify approaches that may support successful completion, and determine where additional guidance or professional development opportunities may be useful. As additional data become available, NDE will be better positioned to identify longitudinal trends, evaluate implementation progress, address challenges, and inform strategies to support statewide completion of required Science of Reading professional development.

The Department recognizes that successful implementation requires continued collaboration with LEAs, access to approved professional development opportunities, clear communication regarding statutory requirements, and consistent monitoring of completion progress. Based on preliminary data, the Department recommends the following actions:

- **Continue Expanding Access to Approved Professional Development** by reviewing courses submitted for approval, maintaining and updating the publicly available list, encouraging the development of professional development opportunities, and expanding communications to LEAs regarding options.
- **Provide Targeted Technical Assistance to LEAs** by identifying LEAs that may benefit from additional support; communicate directly with LEAs to better understand their implementation plans and professional development needs; and facilitating opportunities for LEAs to share effective practices and strategies.
- **Strengthen Reporting Consistency and Data Quality** by providing clear definitions of personnel subject to the requirement; establishing consistent procedures for documenting completion; clarifying reporting expectations; and providing additional reporting guidance.

- **Monitor Progress Toward Statutory Completion Deadlines** by comparing annual completion rates, monitoring changes to the personnel required to take the professional development and those that have completed it, and examining whether completion rates across LEAs persist or change over time.
- **Support Continued Collaboration and Communication** by communicating proactively, collaborating with LEAs, regional professional development programs higher education institutions, and providing opportunities for LEAs to communicate implementation challenges and request support.

Future annual reports will build upon the SY25-26 baseline to document changes in completion rates, identify emerging implementation trends, and inform recommendations for continued statewide support.

Conclusion

Should you have any questions regarding the data in this report, please reach out to Torrey Palmer, Deputy Superintendent for Teaching and Learning, via NDE-OTLinfo@doe.nv.gov.

Appendices

The following appendices provide supporting documentation for the 2026 Annual Science of Reading Professional Development Compliance Report, prepared pursuant to NRS 391A.386. These materials are intended to support transparency, provide additional context for statewide findings, and document the methodology and standards used in preparing the annual report.

Appendix A. School District Completion Data 2026

Table 2. Science of Reading Professional Development Completion by School District

School District	Personnel Required	Personnel Completed	Completion Rate
Carson City	287	43	14.98%
Churchill County	122	13	10.66%
Clark County	9,757	3,307	33.89%
Douglas County	188	7	3.72%
Elko County	342	29	8.48%
Esmeralda County	14	0	0.00%
Eureka County	23	1	4.35%
Humboldt County	94	44	46.81%
Lander County	28	0	0.00%
Lincoln County	39	13	33.33%
Lyon County	267	51	19.10%
Mineral County	27	0	0.00%
Nye County	138	21	15.22%
Pershing County	6	0	0.00%
Storey County	18	0	0.00%
Washoe County	1,025	699	68.20%
White Pine County	48	20	41.67%
Statewide District Total	**12,423**	**4,248**	**34.19%**

Appendix B. Charter School Completion Data 2026

Table 3. Science of Reading Professional Development Completion by Charter School

Charter School	Required	Completed	Rate
Amplus Academy	21	0	0.00%
Bailey Charter Elementary School	15	4	26.67%
Carson City Montessori	18	2	11.11%
CIVICA Academy	24	0	0.00%
Coral Academy	235	15	6.38%
Coral Academy of Northern Nevada	19	0	0.00%
Democracy Prep	7	0	0.00%
Discovery Charter School	21	0	0.00%
Do and Be Arts Academy of Excellence	10	8	80.00%
Doral Academy of Northern Nevada	35	2	5.71%
Elko Institute for Academic Achievement	16	0	0.00%
Explore Knowledge Academy	15	0	0.00%
Founders Classical Academy of Las Vegas	34	1	2.94%
Freedom Classical Academy	47	21	44.68%
FuturEdge Academy	21	0	0.00%
Futuro Academy	29	0	0.00%
High Desert Montessori	31	1	3.23%
Honors Academy of Literature	5	0	0.00%
Imagine School Mountain View	41	1	2.44%
Innovations International Charter School	21	1	4.76%
Learning Bridge	11	2	18.18%
Legacy Traditional School	243	18	7.41%

Charter School	Required	Completed	Rate
Mariposa Language & Learning Academy	11	11	100%
Mater Academy of Nevada	124	9	7.26%
Mater Academy of Northern Nevada	23	0	0.00%
Nevada Classical Academy Elko	20	0	0.00%
Nevada Rise Academy	33	1	3.03%
Oasis Academy	27	13	48.15%
Odyssey Charter School	8	6	75.00%
Pinecrest Academy of Nevada	236	14	5.93%
Pinecrest Academy of Northern Nevada	31	3	9.68%
Quest Academy	11	6	54.55%
Rainbow Dreams Academy	5	3	60.00%
Sierra Nevada Academy Charter School	7	1	14.29%
Signature Preparatory	23	0	0.00%
Silver Sands Montessori	15	2	13.33%
Somerset Academy	359	120	33.43%
Sports Leadership and Management Academy	60	6	10.00%
Strong Start Academy	22	3	13.64%
Vegas Vista Academy	23	0	0.00%
Charter School Total	**1,957**	**274**	**14.00%**

Note: Please note that the charter schools listed represent only those charter schools that offer K-3 programming, and that these charter schools are represented at the charter level, not the campus level.

Appendix C. Data Collection and Methodology

Pursuant to NRS 391A.386, the NDE collected Science of Reading professional development completion data from LEAs for SY25-26. LEAs were responsible for identifying personnel subject to the professional development requirements and reporting the number of personnel who successfully completed an NDE-approved Science of Reading course or recognized pathway. The Department established September 15, 2026, as the administrative deadline for LEAs to

submit their Science of Reading professional development reporting information through Plan4Learning as an addendum to their District Improvement Plans.

NDE compiled the data submitted by LEAs into a statewide reporting dataset. Completion rates were calculated separately for each school district and charter school. Statewide and reporting-group completion rates were calculated using aggregated personnel counts rather than averaging individual LEA percentages. Only LEAs providing K-3 instruction and having personnel subject to the statutory requirement were included in the data set. Completion rates were calculated by dividing the number of personnel reported as having successfully completed the required professional development by the total number of personnel identified as subject to the requirement: **Completion Rate (%) = (Personnel Completed ÷ Personnel Required) × 100**

When evaluating this data, the following limitations should be considered when interpreting results:

- Completion figures were reported by LEAs; the accuracy of the statewide analysis depends on the completeness and accuracy of the information submitted by each LEA.
- Personnel remain within their applicable statutory completion windows. Consequently, reported completion percentages represent implementation progress and should not be interpreted independently as evidence of individual noncompliance.
- LEAs vary substantially in the number of personnel subject to the requirement. Completion percentages should therefore be considered alongside the corresponding personnel counts.
- This report provides an initial statewide baseline. Year-over-year changes and longitudinal trends cannot be determined from this reporting cycle alone.
- This report documents completion of approved Science of Reading professional development; it does not directly measure changes in instructional practices, educator knowledge, or student literacy achievement.