Comprehensive Early Literacy Policy

A State-by-State Analysis of Fundamental Principles

ExcelinEd Policy Toolkit 2022
Introduction

Comprehensive Early Literacy Policy

A 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 third grade. The policy also requires third grade students to demonstrate sufficient reading skills for promotion to fourth 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.

Supports for Teachers & Policy

- Statewide science of reading training beginning with K-4 teachers and elementary school administrators
- Ongoing, job-embedded science of reading training and support for teachers via literacy coaches
- Ensuring Teacher Prep Programs are preparing teacher candidates to have the knowledge and skills to teach all kids to read based on the science of reading
- Funding and reprioritization of existing local, state and federal funds for early literacy

Assessment & Parent Notification

- Early literacy screening administered three times per year and progress monitoring for K-3 students
- Screening for dyslexia characteristics administered at the end of Kindergarten and the beginning of first and second grade
- Parent notification when a reading deficiency is identified and continued parent engagement with each progress report

Instruction & Intervention

- District adoption of high-quality instructional materials grounded in scientifically based reading research and aligned to state standards
- Three-Cueing is a flawed literacy instructional practice and should be eliminated from curricula because it encourages students to guess, not sound out, words they do not know based on pictures or what they think might make sense given the context of the sentence
- Individual reading plans for K-3 students identified with a reading deficiency and 4th grade students promoted for good cause
- Regularly monitor student progress and adjust instruction using proven strategies for closing opportunity gaps according to student need
- Evidence-based interventions for struggling students and supports for special populations (i.e., ELs, special education, students with dyslexia, etc.) during school, and before/after school
- Summer Reading Camps or approved innovative summer reading programs provided to all K-3 students struggling in reading or potentially facing retention
- Parent Read-at-Home Plan for students identified with a reading deficiency and a list of vetted online resource hubs for all parents to support literacy at home

Retention & Intervention

- Retention with increased intensive intervention in addition to a highly effective teacher and other supports for third grade students severely below grade level who do not meet promotion requirements
- Multiple opportunities to ensure one test on one day is not the sole determining factor for promotion to fourth grade (state test, alternative test, portfolio)
- Good cause exemptions for students meeting established criteria

The purpose of this document is to provide an analysis of states’ statutes and regulations that align to ExcelinEd’s fundamental principles. These principles, which should be included in early literacy policy, allow for a comprehensive approach to improving reading outcomes by considering the supports for students, teachers and parents.

Note: The presence of the fundamental principles in state laws and/or regulations is not a measure of implementation.
## Analysis

### A State-by-State Look at Fundamental Principles Adoption

<table>
<thead>
<tr>
<th>State</th>
<th>Year(s) of Literacy Policy and Link to Statutes</th>
<th>Supports for Teachers &amp; Policy</th>
<th>Assessment &amp; Parent Notification</th>
<th>Instruction &amp; Intervention</th>
<th>Retention &amp; Intensive Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alabama</strong></td>
<td>2019, 2022: HB135, HB220, SB200</td>
<td><img src="Alignment.png" alt="Alignment" /></td>
<td><img src="Assessment.png" alt="Assessment" /></td>
<td><img src="Instruction.png" alt="Instruction" /></td>
<td><img src="Retention.png" alt="Retention" /></td>
</tr>
<tr>
<td></td>
<td>Federal Funding: Alabama LETRS for educators (2018-19 federal appropriation: $1,200 from ALSDE to LEA per educator)</td>
<td><img src="Funding.png" alt="Funding" /></td>
<td><img src="Universal.png" alt="Universal Screeners" /></td>
<td><img src="District.png" alt="District Adoption" /></td>
<td><img src="Intervention.png" alt="Intervention" /></td>
</tr>
<tr>
<td></td>
<td>State Funding: Alabama Literacy Act Implementation Guide</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>State Funding: Alabama Action Plan for Literacy: Birth through Grade 12 (2020)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Alaska</strong></td>
<td>2013, 2022</td>
<td><img src="Alignment.png" alt="Alignment" /></td>
<td><img src="Assessment.png" alt="Assessment" /></td>
<td><img src="Instruction.png" alt="Instruction" /></td>
<td><img src="Retention.png" alt="Retention" /></td>
</tr>
<tr>
<td></td>
<td>Early childhood classroom assessment: $2,750,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Arizona</strong></td>
<td>2010, 2021, 2022</td>
<td><img src="Alignment.png" alt="Alignment" /></td>
<td><img src="Assessment.png" alt="Assessment" /></td>
<td><img src="Instruction.png" alt="Instruction" /></td>
<td><img src="Retention.png" alt="Retention" /></td>
</tr>
<tr>
<td></td>
<td>Arizona Statewide: $6.3 million elementary literacy efforts - Foundations of Reading Assessment cost</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CARES: $10 million for literacy efforts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CSOs: $20 million 5-year grant</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Additional Resources

- [State](States.html)
- [Year](Years.html)
- [Link to Statutes](Statutes.html)

**Comprehensive Early Literacy Policy**

---

### Funding

- **State Funding**
  - Early childhood classroom assessment: $2,750,000
- **Federal Funding**
  - Alabama LETRS for educators (2018-19 federal appropriation: $1,200 from ALSDE to LEA per educator)

### Assessment

- **Assessment**
  - Early childhood classroom assessment: $2,750,000
- **Alignment**
  - Foundations of Reading Assessment for licensure; Praxis Early Childhood Education Content Knowledge test for early childhood education teachers (licensed to teach preK-3)

### Instruction & Intervention

- **Instruction**
  - Three-Cueing (a flawed literacy instructional practice and should be eliminated)
- **Intervention**
  - Interventions during Summer, During, and/or After School Hours

### Retention & Intensive Intervention

- **Retention**
  - Multiple Options for Promotion
- **Intensive Intervention**
  - Good Cause Exemptions (GCE) for Some Students
## Analysis

### A State-by-State Look at Fundamental Principles Adoption

<table>
<thead>
<tr>
<th>State</th>
<th>Year(s) of Literacy Policy</th>
<th>Link to Statutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>California</strong></td>
<td><strong>1998, 2021: AB104, AB130</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Colorado</strong></td>
<td><strong>2012, 2015, 2017, 2018, 2019, 2022</strong></td>
<td></td>
</tr>
</tbody>
</table>
## Analysis

### A State-by-State Look at Fundamental Principles Adoption

<table>
<thead>
<tr>
<th>State</th>
<th>Year(s) of Literacy Policy and Link to Statutes</th>
<th>Year(s) of Literacy Policy</th>
<th>Link to Statutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>District of Columbia</td>
<td>2012, 2022</td>
<td>2012, 2022</td>
<td></td>
</tr>
</tbody>
</table>

### Supports for Teachers & Policy
- Science of Reading (SiR) Training
- Literacy Reading Coaches
- Teacher Prep Program Alignment to SiR and/or SiR Assessment
- Funding for Literacy Efforts

### Assessment & Parent Notification
- Universal Screener Identify Students with Reading Deficiency (K-3)
- Notify Parents of Students Identified with Reading Deficiency

### Instruction & Intervention
- Three-Cueing (a flawed literacy instructional practice and should be eliminated)
- Parent Engagement
- At-Home Reading Strategies

### Retention & Intensive Intervention
- Initial Determinant Retention at 3rd Grade Based on State Assessment (Cut Score)
- Summer Reading Camp/Innovative Summer Reading Programs

### Additional Resources
- Comptroller of Delaware:
  - $16 million 5-year grant
  - Local Funds: Early Literacy Grant ($2,600,000 per year)
- District of Columbia:
  - 2022
- Delaware:
- Connecticut:
  - 2012, 2013
- OSSE - State-Wide Comprehensive Literacy Plan
- CLSD:
  - $16 million 5-year grant
  - Local Funds: Early Literacy Grant ($2,600,000 per year)
  - DC Budget: Structured literacy training ($2,000 stipend per literacy educator for training)

### Analysis

- A State-by-State Look at Fundamental Principles Adoption
- **Supports for Teachers & Policy**
  - Science of Reading (SiR) Training
  - Literacy Reading Coaches
  - Teacher Prep Program Alignment to SiR and/or SiR Assessment
  - Funding for Literacy Efforts
- **Assessment & Parent Notification**
  - Universal Screener Identify Students with Reading Deficiency (K-3)
  - Notify Parents of Students Identified with Reading Deficiency
- **Instruction & Intervention**
  - Three-Cueing (a flawed literacy instructional practice and should be eliminated)
  - Parent Engagement
  - At-Home Reading Strategies
- **Retention & Intensive Intervention**
  - Initial Determinant Retention at 3rd Grade Based on State Assessment (Cut Score)
  - Summer Reading Camp/Innovative Summer Reading Programs

### Connecticut

- **State Funding**
  - To establish a Center for Literacy Research and Reading Success - For reading coaches for districts where students are struggling ($12.8 million in 2021 State Budget)
- **System Alignment for Early Literacy**
  - Review of Delaware’s Prekindergarten to Grade 3 Licensure and Certification Landscape

### Delaware

- **State Funding**
  - Proposed $60 million by FY2025 for low income and English learners
- **Alignment**
  - K-2
- **Additional Resources**
  - Comptroller of Delaware:
    - $16 million 5-year grant
    - Local Funds: Early Literacy Grant ($2,600,000 per year)
  - District of Columbia:
    - 2022
  - CLSD:
    - $16 million 5-year grant
    - Local Funds: Early Literacy Grant ($2,600,000 per year)
    - DC Budget: Structured literacy training ($2,000 stipend per literacy educator for training)
## Analysis

### A State-by-State Look at Fundamental Principles Adoption

<table>
<thead>
<tr>
<th>State</th>
<th>Year(s) of Literacy Policy and Link to Statutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Georgia</strong></td>
<td>2001, 2010</td>
</tr>
<tr>
<td><strong>Hawaii</strong></td>
<td>2001, 2010</td>
</tr>
</tbody>
</table>

### Supports for Teachers & Policy
- Science of Reading (SORD) Training
- Literacy Reading Coaches
- Teacher Prep Program Alignment to SORD and/or SORD Assessment
- Funding for Literacy Efforts
- Universal Screener Identify Students with Reading Deficiency (K-3)
- Students Screen for At Risk Students
- District Adoption of High Quality Instructional Materials (HQIM) SEA Guidance
- Three Cueing (a Flawed Literacy Instructional Practice and should be eliminated)
- Individual Reading Plan and/or Documentation of Interventions for Students with a Reading Deficiency
- Intervention During Summer Before, During, and/or After School Hours
- Multiple Options for Promotion Funding for Literacy Efforts

### Assessment & Parent Notification
- Initial Determinant Retention at 3rd Grade Based on State Assessment (Cut Score)
- Statewide:
  - Initial Determinant Retention at 3rd Grade Based on State Assessment (Cut Score)

### Instruction & Intervention
- Gary Allen: $179 million 5-year grant CLSD: $179 million 5-year grant
- CARES: $59 million
- CLSD: $179 million
- CLSD: $59 million
- District Adoption of High Quality Instructional Materials (HQIM) SEA Guidance
- Three Czech (a Flawed Literacy Instructional Practice and should be eliminated)
- Individual Reading Plan and/or documentation of Interventions for Students with a Reading Deficiency
- Intervention During Summer Before, During, and/or After School Hours
- Multiple Options for Promotion Funding for Literacy Efforts

### Retention & Intensive Intervention
- Initial Determinant Retention at 3rd Grade Based on State Assessment (Cut Score)
- Statewide:
  - Initial Determinant Retention at 3rd Grade Based on State Assessment (Cut Score)

### Additional Resources
- Federal Funding: $1 million GSE Funding: $1 million
- CARES: $59 million
- CLSD: $179 million
- District Adoption of High Quality Instructional Materials (HQIM) SEA Guidance
- Three Czech (a Flawed Literacy Instructional Practice and should be eliminated)
- Individual Reading Plan and/or documentation of Interventions for Students with a Reading Deficiency
- Intervention During Summer Before, During, and/or After School Hours
- Multiple Options for Promotion Funding for Literacy Efforts

### State-by-State Analysis

#### Florida
- Initial Determinant Retention at 3rd Grade Based on State Assessment (Cut Score)
- Statewide:
  - Initial Determinant Retention at 3rd Grade Based on State Assessment (Cut Score)

#### Georgia
- **2001, 2010**
- Initial Determinant Retention at 3rd Grade Based on State Assessment (Cut Score)
- Statewide:
  - Initial Determinant Retention at 3rd Grade Based on State Assessment (Cut Score)

#### Hawaii
- Initial Determinant Retention at 3rd Grade Based on State Assessment (Cut Score)
- Statewide:
  - Initial Determinant Retention at 3rd Grade Based on State Assessment (Cut Score)
## Analysis

### A State-by-State Look at Fundamental Principles Adoption

<table>
<thead>
<tr>
<th>State</th>
<th>Year(s) of Literacy Policy and Link to Statutes</th>
<th>Supports for Teachers &amp; Policy</th>
<th>Assessment &amp; Parent Notification</th>
<th>Instruction &amp; Intervention</th>
<th>Retention &amp; Intensive Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Idaho</strong></td>
<td>2016: H451, H526, 2021, 2022</td>
<td><img src="Alignment" alt="Alignment" /></td>
<td><img src="Alignment" alt="Alignment" /></td>
<td><img src="Alignment" alt="Alignment" /></td>
<td><img src="Alignment" alt="Alignment" /></td>
</tr>
<tr>
<td><strong>Illinois</strong></td>
<td>2014: 3, 2</td>
<td><img src="Alignment" alt="Alignment" /></td>
<td><img src="Alignment" alt="Alignment" /></td>
<td><img src="Alignment" alt="Alignment" /></td>
<td><img src="Alignment" alt="Alignment" /></td>
</tr>
<tr>
<td><strong>Indiana</strong></td>
<td>2010, 2021</td>
<td><img src="Alignment" alt="Alignment" /></td>
<td><img src="Alignment" alt="Alignment" /></td>
<td><img src="Alignment" alt="Alignment" /></td>
<td><img src="Alignment" alt="Alignment" /></td>
</tr>
<tr>
<td><strong>Iowa</strong></td>
<td>2012, 2014, 2016: HF2413, F2323, 2017, 2021</td>
<td><img src="Alignment" alt="Alignment" /></td>
<td><img src="Alignment" alt="Alignment" /></td>
<td><img src="Alignment" alt="Alignment" /></td>
<td><img src="Alignment" alt="Alignment" /></td>
</tr>
</tbody>
</table>
## Analysis

### A State-by-State Look at Fundamental Principles Adoption

<table>
<thead>
<tr>
<th>State</th>
<th>Year(s) of Literacy Policy</th>
<th>State Year(s) of Literacy Policy and Link to Statutes</th>
<th>Supports for Teachers &amp; Policy</th>
<th>Assessment &amp; Parent Notification</th>
<th>Instruction &amp; Intervention</th>
<th>Retention &amp; Intensive Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kansas</td>
<td>2005, 2022</td>
<td>· Quality early literacy initiative - RS 17:24:9</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· Pupil Progression Policies and Procedures - LA BESE Bulletin 1566</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· Standards for Approval of Teacher and/or Educational Leader Preparation Programs - LA BESE Bulletin 996</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· LA Comprehensive Literacy Plan</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· Supporting Our Youngest Readers: LA Reads - Early Literacy Commission</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· LDE. Real-Time Early Access to Literacy (REAL)</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· Press Release: LA’s Adoption of K-2 Accountability System</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· CLSD funding: $140 million 5-year grant</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· Education Stabilization Fund (ESF) Funding: $17 million grant (literacy)</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· Alignment</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· Reading diagnostic and intervention fund - KRS 158.792</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· Kentucky Literacy Plan (2018)</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· CLSD funding: $28,695,567 5-year grant</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· ARP ESSER: $10 million in ARP ESSER funding for SERT</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· State funding: Read to succeed fund [$22 million support sustainability]</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· State funding: Read to Achieve state reading diagnostic and intervention fund [Kentucky Dept of Education anticipates funding approx 200 schools at $62,000 per year for a two-year period]</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· ESSER Funding Funding for literacy initiative to be set aside in address learning loss [2013-14]</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· Alignment</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· Dyslexia Handbook</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· Press Release - Kansas earmarks $15 M in emergency education funds for early literacy</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· ESSER funding: Funding for literacy initiative to be set aside in address learning loss [2013-14]</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· Alignment</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
</tr>
</tbody>
</table>

**Comprehensive Early Literacy Policy**

2022 ExcelinEd Policy Toolkit 8
## Analysis

### A State-by-State Look at Fundamental Principles Adoption

<table>
<thead>
<tr>
<th>State</th>
<th>Year(s) of Literacy Policy</th>
<th>Supports for Teachers &amp; Policy</th>
<th>Assessment &amp; Parent Notification</th>
<th>Instruction &amp; Intervention</th>
<th>Retention &amp; Intensive Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maine</td>
<td>2015</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maryland (K-1 Statute)</td>
<td>2015, 2019, 2021</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Massachusetts</td>
<td>2012, 2019</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Key Features
- **Supports for Teachers & Policy**
  - Science of Reading (SDR) Training
  - Literacy Reading Coaches
  - Teacher Prep Program Alignment to SDR and/or SDR Assessment
  - Funding for Literacy Efforts

- **Assessment & Parent Notification**
  - Universal Screeners Identify Students with Reading Deficiency (K-3)
  - Notify Parents of Students Identified with Reading Deficiency
  - Three-Cueing (a flawed literacy instructional practice and should be eliminated)
  - Individualized Reading Plan and/or Documentation of Interventions for Students with Reading Deficiency

- **Instruction & Intervention**
  - District Adoption of High-Quality Instructional Materials
  - Turnaround (a read-aloud instructional practice and should be eliminated)
  - Monitor Progress Students with Reading Deficiency (K-3)
  - Intervention During Summer/Before, During and/or After School Hours

- **Retention & Intensive Intervention**
  - Statewide Initial Determinant Retention at 3rd Grade Based on State Assessment (Cut Score)
  - Parent Engagement At-Home Reading Strategies

### Additional Resources
- State Year(s) of Literacy Policy and Link to Statutes
- Comprehensive Early Literacy Policy
- Education Development Initiative
- Federal and State Literacy Funding
- Literacy Research and Best Practices

### Performance of Public School Districts and Individual Public Schools
- MGL Chapter 69, Section 1L
- Mass DESE, Early Literacy Universal Screening Assessment
- Mass DESE, GLEAM (Growing Literacy Equity Across Massachusetts)
- Mass DESE, Mass Literacy
- An Excellent Education in English Language Arts and Literacy for All - Literacy Strategic Plan for Massachusetts

### Funding Sources
- CLHD Funding: $11,840,000 1-year grant
  - Federal/State Funding
  - Annuity (continued learning with high-quality instructional materials)
  - State Funding
  - Early Grades Literacy (in effect through 2021-2022 school year)
  - State Funding
  - Summer Reading Camp/Innovative Summer Reading Programs

### Link to Statutes
- Ready to Read Act - Maryland Educ. Code 4-136
- Minimum level of reading ability - Maryland Educ. Code 7-202
- Students at Risk for Reading Difficulties - COMAR 13a.03.08
- Maryland's Key to Comprehensive Literacy
- Maryland Leads 2022

### Additional Resources
- CLHD Funding: $11,840,000 1-year grant
  - Federal/State Funding
  - Annuity (continued learning with high-quality instructional materials)
  - State Funding
  - Early Grades Literacy (in effect through 2021-2022 school year)
  - State Funding
  - Summer Reading Camp/Innovative Summer Reading Programs

### Link to Statutes
- Kindergarten to grade 12 interventions - ME Code 207A-4710
- Dyslexia screening - ME Code 207A-4710B
- Maine Rule Chapters for the DOE (see Ch. 13)
- Literacy for ME (State Literacy Plan) (updated 2022)

### Policies
- District Adoption of High-Quality Instructional Materials
- SEA Guidance
- Summer Reading Camps/Innovative Summer Reading Programs
- Good Cause Exemptions (GCE) for Some Students
Analysis
A State-by-State Look at Fundamental Principles Adoption

<table>
<thead>
<tr>
<th>State</th>
<th>Year(s) of Literacy Policy</th>
<th>Supports for Teachers &amp; Policy</th>
<th>Assessment &amp; Parent Notification</th>
<th>Instruction &amp; Intervention</th>
<th>Retention &amp; Intensive Intervention</th>
<th>Statewide Initial Determinant Retention at 3rd Grade Based on State Assessment (Cut Score)</th>
<th>Multiple Options for Promotion</th>
<th>Good Cause Exemptions (GCE) for Some Students</th>
<th>Additional Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2022 ExcelinEd Policy Toolkit</td>
<td>10</td>
<td>Comprehensive Early Literacy Policy</td>
<td>Literacy-based Promotion Act established - Miss. Code Ann. 37-177-1</td>
<td>Literacy</td>
<td>Miss. State Literacy Plan</td>
<td>State funding: $15,000,000 annually with $16,881,692.06 million over 5 years allotted for literacy coaches (July 2022-June 2027)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mississippi</td>
<td>2013, 2016</td>
<td>🟢</td>
<td>🟢</td>
<td>🟢</td>
<td>🟢</td>
<td>🟢</td>
<td>🟢</td>
<td>🟢</td>
<td>🟢</td>
</tr>
</tbody>
</table>
Analysis
A State-by-State Look at Fundamental Principles Adoption

<table>
<thead>
<tr>
<th>State</th>
<th>Year(s) of Literacy Policy and Link to Statutes</th>
<th>Supports for Teachers &amp; Policy</th>
<th>Assessment &amp; Parent Notification</th>
<th>Instruction &amp; Intervention</th>
<th>Retention &amp; Intensive Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montana</td>
<td>Unable to find relevant statutes/regulations</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
</tr>
<tr>
<td>Nebraska</td>
<td>2018, 2021</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
</tr>
<tr>
<td>Nevada</td>
<td>2015, 2017, 2019, 2021</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
</tr>
</tbody>
</table>
## Analysis

### A State-by-State Look at Fundamental Principles Adoption

<table>
<thead>
<tr>
<th>State</th>
<th>Year(s) of Literacy Policy and Link to Statutes</th>
<th>Supports for Teachers &amp; Policy</th>
<th>Assessment &amp; Parent Notification</th>
<th>Instruction &amp; Intervention</th>
<th>Retention &amp; Intensive Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Hampshire</td>
<td>Unable to find significant statutes/regulations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Jersey</td>
<td>1985, 2014</td>
<td>Alignment Foundations of Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New York</td>
<td>2007</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Analysis

**A State-by-State Look at Fundamental Principles Adoption**

<table>
<thead>
<tr>
<th>State</th>
<th>Year(s) of Literacy Policy and Link to Statutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>North Carolina</strong></td>
<td>2012, 2021, 2022</td>
</tr>
<tr>
<td><strong>North Dakota</strong></td>
<td>2021</td>
</tr>
</tbody>
</table>
## Analysis

### A State-by-State Look at Fundamental Principles Adoption

<table>
<thead>
<tr>
<th>State</th>
<th>Year(s) of Literacy Policy and Link to Statutes</th>
<th>Supports for Teachers &amp; Policy</th>
<th>Assessment &amp; Parent Notification</th>
<th>Instruction &amp; Intervention</th>
<th>Retention &amp; Intensive Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Oregon</strong></td>
<td><strong>2001</strong></td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
</tr>
<tr>
<td><strong>Pennsylvania</strong></td>
<td><strong>2022</strong></td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
</tr>
<tr>
<td><strong>Rhode Island</strong></td>
<td><strong>2019: H5887, S1036, 2020</strong></td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
<td>☑️</td>
</tr>
</tbody>
</table>
## Analysis

### A State-by-State Look at Fundamental Principles Adoption

<table>
<thead>
<tr>
<th>State</th>
<th>Year(s) of Literacy Policy and Link to Statutes</th>
<th>Supports for Teachers &amp; Policy</th>
<th>Assessment &amp; Parent Notification</th>
<th>Instruction &amp; Intervention</th>
<th>Retention &amp; Intensive Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Carolina</td>
<td>2014</td>
<td>🟢 🟢 🟢 Alignment</td>
<td>🟢</td>
<td>🟢 🟢 🟢 🟢 🟢 🟢 🟢 🟢 🟢 🟢 🟢 🟢 🟢 🟢 🟢</td>
<td>🟢 🟢 🟢 🟢 🟢 🟢 🟢 🟢 🟢 🟢 ❁</td>
</tr>
<tr>
<td>South Dakota</td>
<td>Unable to find relevant statutes/regulations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tennessee</td>
<td>1999, 2021: SP7003, HB7004</td>
<td>🟢 🟢 🟢 Alignment</td>
<td>🟢</td>
<td>🟢 🟢 🟢 🟢 🟢 🟢 🟢 🟢 🟢 🟢 🟢 🟢 🟢 🟢 🟢</td>
<td>🟢 🟢 🟢 🟢 🟢 🟢 🟢 🟢 🟢 🟢 ❁</td>
</tr>
</tbody>
</table>
## Analysis

**A State-by-State Look at Fundamental Principles Adoption**

<table>
<thead>
<tr>
<th>State</th>
<th>Year(s) of Literacy Policy and Link to Statutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utah</td>
<td>2011, 2020, 2022</td>
</tr>
<tr>
<td>Vermont</td>
<td>1997, 2009</td>
</tr>
</tbody>
</table>

### State Funding
- **Utah**
  - Partnerships for Student Success Grant Program (Up to $300,000 per grant per year)
  - Grant for Professional Learning ($3,935,000)
  - Elementary Teacher Preparation Assessment Grant ($275,000 for years 1-5; maximum contract total of $1,775,000)
  - Student achievement expectations ($150,000 per school)
  - Early Literacy Program - Literacy proficiency plan ($14,550,000)

### ARP Funding
- **Virginia**
  - Onward and Upward: Supporting Literacy and Mathematics ($34 million)

### ESSER Funding
- **Virginia**
  - Afterschool and summer grants ($4.25 million)

### Additional Resources
- **Utah**
  - Initial Determinant Retention at 3rd Grade Based on State Assessment (Cut Score)
  - Science of Reading (SOR) Training
  - Universal Screener to Identify Students with Reading Difficulty
  - Individual Reading Plan and/or Documentation of Interventions for Students with a Reading Difficulty
  - Parent Engagement

- **Vermont**
  - Individual Reading Plan and/or Documentation of Interventions for Students with a Reading Difficulty

- **Virginia**
  - Initial Determinant Retention at 3rd Grade Based on State Assessment (Cut Score)
  - Science of Reading (SOR) Training
  - Universal Screener to Identify Students with Reading Difficulty
  - Individual Reading Plan and/or Documentation of Interventions for Students with a Reading Difficulty
  - Parent Engagement

### Statewide Initial Determinant Retention at 3rd Grade Based on State Assessment (Cut Score)
- **Virginia**
  - Initial Determinant Retention at 3rd Grade Based on State Assessment (Cut Score)

---

**Utah**
- Initial Determinant Retention at 3rd Grade Based on State Assessment (Cut Score)

**Vermont**
- Initial Determinant Retention at 3rd Grade Based on State Assessment (Cut Score)

**Virginia**
- Initial Determinant Retention at 3rd Grade Based on State Assessment (Cut Score)
## Analysis

### A State-by-State Look at Fundamental Principles Adoption

<table>
<thead>
<tr>
<th>State</th>
<th>Year(s) of Literacy Policy and Link to Statutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washington</td>
<td>2013</td>
</tr>
<tr>
<td>West Virginia</td>
<td>2009, 2014, 2021</td>
</tr>
</tbody>
</table>

### Supports for Teachers & Policy
- Science of Reading (SDR) Training
- Literacy Reading Coaches
- Teacher Prep Program Align to SDR and/or SDR Assessment
- Funding for Literacy Efforts

### Assessment & Parent Notification
- Universal Screener Identify Students with Reading Deficiency (K-3)
- Students Screener for At-Risk Students
- Notify Parents of Students Identified with Reading Deficiency
- Three-Cueing Instruction and Intervention

### Instruction & Intervention
- Individual Reading Plan and/or Documentation of Interventions for Students with Reading Deficiency
- Monitor Progress Students with Reading Deficiency (K-3)
- Interventions During Summer, Before and After School Hours

### Retention & Intensive Intervention
- Summer Reading Camps/Innovative Summer Reading Programs
- Parent Engagement At-Home Reading Strategies
- Multiple Options for Promotion

### Good Cause Exemptions (GCE) for Some Students

### Additional Resources
- State Year(s) of Literacy Policy and Link to Statutes

---

**State**

- **Washington**
  - 2013

- **West Virginia**

- **Wisconsin**

- **Wyoming**

---

**Supports for Teachers & Policy**

- Science of Reading (SDR) Training
- Literacy Reading Coaches
- Teacher Prep Program Align to SDR and/or SDR Assessment
- Funding for Literacy Efforts

---

**Assessment & Parent Notification**

- Universal Screener Identify Students with Reading Deficiency (K-3)
- Students Screener for At-Risk Students
- Notify Parents of Students Identified with Reading Deficiency
- Three-Cueing Instruction and Intervention

---

**Instruction & Intervention**

- Individual Reading Plan and/or Documentation of Interventions for Students with Reading Deficiency
- Monitor Progress Students with Reading Deficiency (K-3)
- Interventions During Summer, Before and After School Hours

---

**Retention & Intensive Intervention**

- Summer Reading Camps/Innovative Summer Reading Programs
- Parent Engagement At-Home Reading Strategies
- Multiple Options for Promotion

---

**Good Cause Exemptions (GCE) for Some Students**

---

**Additional Resources**

- State Year(s) of Literacy Policy and Link to Statutes