



Early Literacy Matters






State-by-State Policy Implementation Report

Explore New Hampshire'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 3rd grade. The policy also requires 3rd grade students to demonstrate sufficient reading skills for promotion to 4th 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>FULL IMPLEMENTATION</p>	<p>The fundamental principle is adopted in policy, and there is evidence of full implementation.</p> <p> ABOVE & BEYOND BADGE: This badge recognizes efforts that exceed full implementation.</p>
 <p>PARTIAL IMPLEMENTATION</p>	<p>The fundamental principle is adopted in policy, but there is limited evidence of implementation.</p>
 <p>FUTURE IMPLEMENTATION</p>	<p>The fundamental principle is adopted in policy with a future date for implementation.</p>
 <p>PRINCIPLE NOT ADOPTED</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 New Hampshire'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

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STATE POLICY ADOPTION REFERENCE MATERIALS

- [NHED, Implementation Guidance – Screening and Intervention for Risk Factors for Dyslexia and Related Disorders](#)
- [NHED, New Hampshire Loves Reading](#)

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:

- New Hampshire DID offer science of reading training through a partnership with Lexia Learning Systems for early childhood educators, elementary educators, and administrators. ([NHED, Leaning into Literacy with Lexia](#))
- New Hampshire DID provide stipends for educators participating in the LETRS training. ([NHED, New Hampshire Stipend FAQ](#))
- New Hampshire HAS partnered with Credential Unlimited to provide educators with the opportunity to earn micro-credentials focused on the science of reading. ([Press Release, NHED, Micro-Credentials now available for New Hampshire educators](#))
- Participation in science of reading training may be optional for teachers and/or administrators.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- New Hampshire should adopt policy to require all K–3 teachers and administrators to participate in state-adopted science of reading training.
- In expanding this policy, New Hampshire should also create an implementation plan that is clearly communicated to all educators.

Literacy Coaches



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:

- New Hampshire DOES NOT require literacy coaches who are trained in the science of reading to be *assigned to each elementary school*.
- New Hampshire [policy](#) DOES make clear that each local school board must require schools to provide the services of a reading specialist.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- New Hampshire should ensure that a literacy coach that is trained in the science of reading is assigned to each elementary school to provide job-embedded professional development and coaching to K–3 teachers.

Educator Preparation Program (EPP) Alignment



IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

EPP required coursework is aligned to the science of reading and includes evidence-based literacy instruction.

EVIDENCE/GUIDANCE

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

- New Hampshire DOES have standards for educator preparation programs that address all core components of scientifically based reading; however, the standards only list the components, with no details. ([NCTQ, New Hampshire Summary 2023](#))
- New Hampshire [policy](#) DOES require candidates for elementary education to demonstrate the ability to promote student learning in literacy and language arts, including through the knowledge and application of the components of basic early literacy: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- New Hampshire should expand policy to require 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.

Educator Preparation Program (EPP) Assessment



IMPLEMENTATION LEVEL

FULL IMPLEMENTATION

Elementary education candidates must pass a science of reading aligned assessment to obtain teacher licensure.

EVIDENCE/GUIDANCE

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

- New Hampshire DOES require licensure tests for licensure that are aligned to the science of reading: Foundations of Reading. ([NCTQ, New Hampshire 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

This principle currently meets full implementation.

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:

- New Hampshire DOES provide direct funding specifically to support state and/or local implementation of early literacy fundamental principles. This includes:
 - Funds for literacy training
 - Funds to support principals and school leaders in implementation of high-quality instructional materials (HQIM) in literacy in schools and alignment of HQIM to multi-tiered systems of support in schools

CONSIDERATION(S) FOR STRENGTHENING POLICY

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



Universal Reading Screener



IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

States require districts to adopt a universal reading screener to be administered at least one time per year with optional mid-year and end-of-year screening.

EVIDENCE/GUIDANCE

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

- New Hampshire [policy](#) DOES require schools to establish methods for assessing students for appropriate placement in the reading/language arts program, including diagnostic assessment for remediation.
- New Hampshire [law](#) DOES require schools to screen all students, upon entry to school and no later than 60 days beyond that, in grades K–3 for dyslexia and related disorders. ([NHED, Technical Advisory: Screening and Intervention for Dyslexia and Related Disorders](#))
- New Hampshire [law](#) DOES require the initial screening to be repeated one additional time during the current school year and repeated at a minimum of twice yearly through 3rd grade to monitor progress.
- New Hampshire DOES require a secondary screener within 30 days if the student does not meet relevant benchmarks for grade-typical development in specific foundational skills. ([NHED, Technical Advisory: Screening and Intervention for Dyslexia and Related Disorders](#))
- New Hampshire HAS created a list of *suggested* reading screeners. ([NHED, Dyslexia Resource Guide](#))

CONSIDERATION(S) FOR STRENGTHENING POLICY

- New Hampshire should require a state-approved universal reading screener to be administered to *all K–3 students three times per year* to identify students at risk for reading failure.



Screeners for Characteristics of Dyslexia



IMPLEMENTATION LEVEL

FULL 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, at minimum, administered to all students at the end of Kindergarten and the beginning of 1st and 2nd grade.*

EVIDENCE/GUIDANCE

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

- New Hampshire [law](#) DOES require schools to screen all students, upon entry to school and no later than 60 days beyond that, in grades K–3 for dyslexia and related disorders. ([NHED, Technical Advisory: Screening and Intervention for Dyslexia and Related Disorders](#))
- New Hampshire DOES require an additional screening during the current school year and then *two times per year* through 3rd grade for students who show characteristics of dyslexia. ([NHED, Technical Advisory: Screening and Intervention for Dyslexia and Related Disorders](#))
- New Hampshire law DOES require schools to use an evidence-based screener. ([NHED, Technical Advisory: Screening and Intervention for Dyslexia and Related Disorders](#))
- New Hampshire HAS created a list of suggested universal reading screeners for the following characteristics: phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, encoding, rapid naming, language knowledge (vocabulary), oral fluency, and reading comprehension (reading and listening). ([NHED, Dyslexia Resource Guide](#))

CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.



Parental Notification



IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

States require parental notification of students identified with reading difficulties based on the state-approved universal reading screener and/or dyslexia screener results. Timeline and frequency of parental notification may vary.

EVIDENCE/GUIDANCE

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

- New Hampshire [law](#) DOES require schools to notify parents with screening information and findings if a student is identified as having characteristics that are associated with potential indicators or risk factors of dyslexia. ([NHED, Technical Advisory: Screening and Intervention for Dyslexia and Related Disorders](#))
- New Hampshire [law](#) DOES require schools to provide parents with periodic formal screening results based on individual written intervention and support plans that are developed with the parents of students who show characteristics associated with dyslexia. ([NHED, Technical Advisory: Screening and Intervention for Dyslexia and Related Disorders](#))

CONSIDERATION(S) FOR STRENGTHENING POLICY

- New Hampshire should expand policy to require parental notification of *any* student identified with reading difficulties *within 30 days* of each administration of a universal reading screener, not just for those students identified as having potential indicators or risk factors of dyslexia.

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:

- New Hampshire DOES NOT require school districts to adopt high-quality instructional materials aligned to the science of reading and state standards.
- New Hampshire DID provide funds through the [Leaning into Literacy Resource Grant](#) to allow New Hampshire public and public charter schools to receive funding for the science of reading, evidence-based literacy curricula, and science of reading materials for students in Kindergarten–6th grade for the 2023–2024 school year and 2024–2025 school year.
- Beginning July 1, 2027, all school districts and chartered public schools WILL be required by [law](#) to provide “measurable, evidence-based instruction in literacy for all students through grade 5, including: explicit, systematic instruction in phonemic awareness, phonics (both decoding and encoding of sounds and words), fluency, vocabulary, and comprehension.” ([NHED, Technical Advisory: Literacy Skill Development in Elementary Grades](#); see also [NHED, HB1015 – RSA 189.53 Literacy Skill Development in Elementary Grades](#))

CONSIDERATION(S) FOR STRENGTHENING POLICY

- New Hampshire should adopt a policy to require school districts to adopt high-quality instructional materials aligned to the science of reading and state standards from a vetted and approved list.
- New Hampshire should further require districts to post their adopted materials on the district website.



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:

- New Hampshire 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

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

Individual Reading Plans



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:

- New Hampshire DOES NOT require the creation of individual reading plans for students identified with a reading deficiency.
- New Hampshire DOES provide for individual written intervention and support plans for students identified with dyslexia. ([NHED, Technical Advisory: Screening and Intervention for Dyslexia and Related Disorders](#))

CONSIDERATION(S) FOR STRENGTHENING POLICY

- New Hampshire should require schools to develop and implement an individual reading plan for students who are identified as having a reading deficiency within 30 days of receiving screening results.
- Further, New Hampshire should establish a process for monitoring the implementation of those plans and a timeline for notifying parents of the development of the plan.

Regularly Monitor Student Progress



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:

- New Hampshire DOES NOT track district/school monitoring of students' progress within a MTSS.
- New Hampshire DOES require progress monitoring for students identified as having characteristics of dyslexia. ([NHED, Technical Advisory: Screening and Intervention for Dyslexia and Related Disorders](#))

CONSIDERATION(S) FOR STRENGTHENING POLICY

- New Hampshire should adopt policy to require schools to regularly monitor and document students' progress within a multi-tiered system of supports (MTSS).

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:

- New Hampshire [law](#) DOES require any student identified as having characteristics that are associated with potential indicators or risk factors for dyslexia and related disorders, to be provided with evidence-based interventions that must occur within 60 school days of the initial screening. ([NHED, Technical Advisory: Screening and Intervention for Dyslexia and Related Disorders](#))
- New Hampshire [policy](#) DOES require an additional screening during the current school year and then twice yearly through 3rd grade for students identified as having characteristics of dyslexia. ([NHED, Technical Advisory: Screening and Intervention for Dyslexia and Related Disorders](#))

CONSIDERATION(S) FOR STRENGTHENING POLICY

- New Hampshire should expand policy to require school districts to target students' needs by adopting interventions grounded in the science of reading from a vetted and approved list for all students identified with a reading deficiency, not just for those students identified as having characteristics of dyslexia.

Summer Reading Camps



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:

- New Hampshire DOES NOT have a policy requiring districts to offer summer reading camps to rising 1st–4th grade students at risk of reading failure.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- New Hampshire should expand policy to require districts to offer summer reading camps to rising 1st–4th grade students at risk of reading failure to remediate learning loss and/or build reading skills.
- New Hampshire should further require all staff at summer reading camps to be trained in the science of reading.

Parent Read-At-Home Plan



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:

- New Hampshire DOES NOT require schools to provide read-at-home plans to parents as soon as a student is identified with a reading deficiency.
- New Hampshire DOES provide online resources to parents to support reading at home through the [NH Loves Reading](https://www.nhlovesreading.com) website.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- New Hampshire should expand policy to require schools to provide read-at-home plans to parents as soon as a student is identified with a reading deficiency.
- Further, New Hampshire should require strategies that are shared with parents to target students’ needs based on data and are aligned with the science of reading.

Initial Determinant Retention at 3rd Grade Based on State 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:

- New Hampshire DOES NOT have a policy that requires a student who is unable to demonstrate sufficient reading skills on the state test-based options be retained.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- New Hampshire should adopt policy to require that students who are unable to demonstrate sufficient reading skills (on the state test-based options provided) be retained. Policy should include multiple pathways for promotion to 4th grade including achieving a predetermined level on the state reading assessment or qualifying for a good cause exemption.

Multiple Options for Promotion



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:

- New Hampshire DOES NOT have a retention policy and DOES NOT offer at least three pathways to promotion to 4th grade.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- New Hampshire should expand policy to require that students who are unable to demonstrate sufficient reading skills (on the state test-based options provided) be retained. Policy should include at least three pathways to promotion to 4th grade including achieving a predetermined level on the state reading assessment, passing an alternative assessment or retest, or successfully demonstrating sufficient 3rd grade reading skills through a portfolio of student work.

Good Cause Exemptions for Some Students



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:

- New Hampshire DOES NOT have a retention policy and DOES NOT allow specific good cause exemptions for promotion to 4th grade.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- New Hampshire should expand policy to require that students who are unable to demonstrate sufficient reading skills (on the state test-based options provided) be retained. Policy should include specific good cause exemptions for promotion to 4th grade that recognize the special needs of some students with disabilities, English language learners, and students who were previously retained.
- New Hampshire should further require intensive interventions to continue in 4th grade for students promoted for good cause.

