



# Early Literacy Matters

## State-by-State Policy Implementation Report

Explore New Mexico's adoption and implementation of the 18 Early Literacy Fundamental Principles.






**NM**

PRINCIPLE ADOPTION  
IMPLEMENTATION



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

- [New Mexico Statutes, Chapter 22 – Public Schools \(2022\)](#)
- [New Mexico Statewide Literacy Framework \(Summer 2020\)](#)

# Science of Reading (SOR) Training



## IMPLEMENTATION LEVEL

### PARTIAL IMPLEMENTATION

The state offers science of reading training or requires districts to adopt a policy to identify science of reading training, providers of the training, and personnel who will be trained. Participation in science of reading training may be optional for teachers and/or administrators.

## EVIDENCE/GUIDANCE

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

- New Mexico DOES offer training relating to reading through the [Canvas Catalog](#), including structured literacy training and training related to dyslexia.

## CONSIDERATION(S) FOR STRENGTHENING POLICY

- New Mexico should adopt science of reading training that is required for all K–3 teachers and administrators.
- In requiring all K–3 teachers and administrators to complete this training, New Mexico should establish an implementation plan for rollout of these requirements that is clearly communicated to all educators.

# Literacy Coaches



## IMPLEMENTATION LEVEL

### PARTIAL IMPLEMENTATION

Literacy coaches are present in policy and trained in the science of reading, and they may provide job-embedded professional development and coaching to K–3 teachers based on student data or other models.

## EVIDENCE/GUIDANCE

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

- New Mexico DOES provide for literacy coaches through the [Regional Education Cooperatives](#), as part of a [statewide literacy initiative](#) and efforts between the Cooperatives and the New Mexico Public Education Department.
- New Mexico DOES use literacy coaches to provide job-embedded professional development and coaching to teachers.
- New Mexico DOES require coaches to be trained as local LETRS 3rd Edition Facilitators to support the provision of professional learning in LETRS to support schools and REC member districts. (See, for example, [Job Description REC Structured Literacy Coach](#))

## CONSIDERATION(S) FOR STRENGTHENING POLICY

- New Mexico 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

### 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 Mexico DOES NOT have standards that address all components of scientifically based reading. ([NCTQ, New Mexico Summary \(2023\)](#))
- New Mexico DOES require new candidates to receive 6 semester hours of credit in the teaching of reading; however, it is not clear in policy or guidance that these credit hours must be aligned to the science of reading. ([NMPED, Early Childhood: Pre-Kindergarten–3rd Grade](#))
- New Mexico DOES allow new educators or currently licensed educators to receive an endorsement in reading, which requires meeting certain criteria that appear to be aligned to the science of reading. ([NMPED, Licensure Bureau: Reading](#))

#### CONSIDERATION(S) FOR STRENGTHENING POLICY

- New Mexico should expand policy to require EPP coursework for all elementary, early childhood, and special education candidates to include coursework that is aligned to the science of reading and prohibits the use of course materials that include three-cueing.
- New Mexico should also require coursework to include evidence-based literacy instruction, how to administer reading assessments, and how to identify students with reading difficulties, such as dyslexia.

# 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 Mexico DOES require educators to pass a science of reading aligned assessment for licensure: Praxis Elementary Education: Teaching Reading: Elementary ([NCTQ, New Mexico 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 Mexico DOES provide direct funding specifically to support state and/or local implementation of early literacy fundamental principles. These include:
  - Funding for early literacy and reading support, as well as structured literacy interventions (FY24 budget)
  - K–5 Plus School funding
  - Literacy for Children at Risk fund

## CONSIDERATION(S) FOR STRENGTHENING POLICY

- New Mexico 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 three times per year to identify students at risk for reading failure.

## EVIDENCE/GUIDANCE

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

- New Mexico DOES require students *in K–2* to be administered the [Istation assessment](#). ([NMPED, Memo: SY 2023–24 Assessment Program Information](#))
- New Mexico DOES require the Istation assessment to be administered *three times per year* (beginning, middle, and end of year).
- New Mexico DOES give local districts the discretion to administer the [Istation assessment](#) in 3<sup>rd</sup> grade.

## RESOURCES

- [NMPED, Istation Resources](#)
- [NMPED Assessment Bureau, Assessment Schedule 2023–2024](#)

## CONSIDERATION(S) FOR STRENGTHENING POLICY

- New Mexico should expand policy to require the state-approved universal reading screener to be administered to *all K–3 students*.

# Screeners for Characteristics of Dyslexia



## IMPLEMENTATION LEVEL

### PARTIAL 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 administered only to students who are flagged as at risk on the universal reading screener or upon teacher or parent request.

## EVIDENCE/GUIDANCE

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

- New Mexico HAS approved two screeners for characteristics of dyslexia: Teach Me to Read and Lexercise. ([NMPED, Memo: SY 2023–24 Assessment Program Information](#))
- New Mexico HAS ensured the two screeners measure the following: phonological awareness, phonemic awareness (segmentation, blending, manipulation), sound/symbol correspondence (letter identification sounds), rapid naming component, word recognition/reading (decoding), and spelling (encoding). ([NMPED, Dyslexia Handbook](#))
- New Mexico DOES require students to be screened for dyslexia in 1<sup>st</sup> grade. ([NMPED, Memo: SY 2023–24 Assessment Program Information](#))
- New Mexico DOES require dyslexia screening for students new to New Mexico within two weeks of initial enrollment. ([NMPED, Memo: SY 2023–24 Assessment Program Information](#))

## RESOURCES

- [NMPED Assessment Bureau, Assessment Schedule 2023–2024](#)

## CONSIDERATION(S) FOR STRENGTHENING POLICY

- New Mexico should expand policy to require the dyslexia screener be administered, at a minimum, to all students at the end of Kindergarten and the beginning of 1<sup>st</sup> and 2<sup>nd</sup> grade.
- New Mexico’s approved dyslexia screeners should assess all identified skills, as developmentally appropriate, including oral reading fluency.

# 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 Mexico policy DOES require notification to parents no later than the end of the second grading period that the student is not academically proficient. ([New Mexico Statute 22-2C-6 Remediation programs; promotion policies; restrictions](#))
- New Mexico DOES provide guidance to schools, through a [sample parent letter](#), for notification to parents of administration of the Istation assessments.

## CONSIDERATION(S) FOR STRENGTHENING POLICY

- New Mexico should require parental notification of students identified with reading difficulties *within 30 days* of each administration of the state-approved universal reading screener and/or dyslexia screener.

# District Adoption of High-Quality Instructional Materials



## IMPLEMENTATION LEVEL

### PARTIAL IMPLEMENTATION

The state provides guidance and resources to assist districts in the identification and selection of high-quality instructional materials aligned to the science of reading and state standards.

#### EVIDENCE/GUIDANCE

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

- New Mexico HAS created a site that includes a list of instructional materials reviewed by NM educators for NM educators. ([NMPED, High Quality Instructional Materials \(HQIM\) Reviews](#))
- New Mexico DOES provide guidance and resources to support the identification and selection of HQIM aligned to science of reading and state standards. (See [NMPED, High Quality Instructional Materials \(HQIM\): A Resource Manual for Identifying, Selecting, and Implementing HQIM \(2021\)](#); NMPED, Instructional Materials: Resources and Information)
- New Mexico DOES monitor district compliance with the adoption of HQIM by requiring districts and charter schools to submit annual reports to the Instructional Material Bureau. ([NMPED, Instructional Materials: Allocation & Budget Information](#))

#### CONSIDERATION(S) FOR STRENGTHENING POLICY

- New Mexico should expand policy to require districts to post their adopted materials on the district’s 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 Mexico 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 Mexico should adopt a policy, clearly in statute or regulation, that prohibits the use of three-cueing.

# Individual Reading Plans



## IMPLEMENTATION LEVEL

### PARTIAL IMPLEMENTATION

The state requires schools to develop and implement an individual reading plan for students who are identified as having a reading deficiency based upon screening results. Timeline and monitoring may vary.

#### EVIDENCE/GUIDANCE

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

- New Mexico policy DOES require schools to develop individual reading plans for students who fail to meet grade level reading proficiency standards. ([New Mexico Statutes 22-13-1.3 Reading initiative; design](#))

#### CONSIDERATION(S) FOR STRENGTHENING POLICY

- New Mexico should provide guidance and information on the requirement relating to creation of individual reading plans, as required in statute.
- New Mexico should require individual reading plans to be developed *within 30 days* of receiving screening results.
- New Mexico should establish a process for monitoring the implementation of the individual reading plans and a timeline for notifying parents of the development of the plan.

# Regularly Monitor Student Progress



## IMPLEMENTATION LEVEL

### FULL IMPLEMENTATION

The state requires schools to regularly monitor and document students' progress within a multi-tiered system of supports (MTSS) *and utilize the data to inform instruction and interventions as needed and in a timely manner*. Monitoring can take many forms (i.e., observations, screeners, assessments, and student work).

#### EVIDENCE/GUIDANCE

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

- New Mexico DOES use a Multi-Layered System of Supports (MLSS) to monitor students' progress. ([NMPED, Memo: SY 2023–24 Assessment Program Information; NMPED, New Mexico's Multi-Layered System of Supports \(MLSS\)](#))
- New Mexico DOES require student progress to be measured over time through the MLSS and data is used to guide instructional decisions and behavioral strategies. ([New Mexico Statewide Literacy Framework \(Summer 2020\)](#))

#### RESOURCES

- [NMPED, New Mexico's Multi-Layered System of Supports \(MLSS\): Guidance and Tools](#)

#### CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.

# 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 Mexico DOES require evidence-based interventions to be provided to students through the MLSS for those students identified as having an academic deficiency. ([NMPED, New Mexico's Multi-Layered System of Supports \(MLSS\)](#))
- New Mexico DOES provide guidance on interventions through the state's MLSS website. ([NMPED, New Mexico's Multi-Layered System of Supports \(MLSS\): Guidance and Tools](#))

#### CONSIDERATION(S) FOR STRENGTHENING POLICY

- New Mexico should require school districts to target students' needs by adopting interventions that are grounded in the science of reading and are from a vetted and approved list.
- The interventions on the vetted and approved list should include those that are provided before, during, or after school.



# 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 Mexico DOES NOT require districts to offer summer reading camps to rising 1<sup>st</sup>–4<sup>th</sup> grade students at risk of reading failure.

#### CONSIDERATION(S) FOR STRENGTHENING POLICY

- New Mexico should expand policy to require districts to offer summer reading camps to rising 1<sup>st</sup>–4<sup>th</sup> grade students at risk of reading failure to remediate learning loss and/or build reading skills.
- New Mexico should 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 Mexico DOES NOT provide online resources to parents to support reading at home.
- New Mexico DOES NOT require schools to establish read-at-home plans for parents in individual reading plans for students identified with reading deficiencies.

#### CONSIDERATION(S) FOR STRENGTHENING POLICY

- New Mexico 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.
- The policy requiring the read-at-home plan should specify that strategies shared with parents must target students' needs based on data and must be aligned with the science of reading.

## Initial Determinant Retention at 3<sup>rd</sup> 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 Mexico DOES NOT require students who are unable to demonstrate sufficient reading skills on the state test-based options be retained.
- New Mexico policy DOES allow for a one-year maximum retention for students who have academic deficiencies in certain circumstances, but this is not specific to literacy. ([New Mexico Statute 22-2C-6 Remediation programs; promotion policies; restrictions](#))

### CONSIDERATION(S) FOR STRENGTHENING POLICY

- New Mexico should expand policy to require that students who are unable to demonstrate sufficient reading skills on the state test-based options be retained and receive intensive reading intervention.

# 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 Mexico DOES NOT have a retention policy and does not offer at least three pathways for promotion to 4<sup>th</sup> grade.

## CONSIDERATION(S) FOR STRENGTHENING POLICY

- New Mexico should expand policy to require that students who are unable to demonstrate sufficient reading skills on the state test-based options be retained and receive intensive reading intervention; and include options for promotion to 4<sup>th</sup> grade.
- The policy providing options for promotion to 4<sup>th</sup> grade should include achieving a predetermined level on the state reading assessment, passing an alternative assessment or retest, and successfully demonstrating sufficient 3<sup>rd</sup> 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 Mexico DOES NOT have a retention policy and does not allow specific good cause exemptions for promotion to 4<sup>th</sup> grade.

## CONSIDERATION(S) FOR STRENGTHENING POLICY

- New Mexico should expand policy to require that students who are unable to demonstrate sufficient reading skills on the state test-based options be retained and provide for good cause exemptions.
- The policy providing for good cause exemptions should recognize the special needs of some students with disabilities, English language learners, and students who were previously retained. The policy should also provide for intensive interventions to continue in 4<sup>th</sup> grade for students who are promoted for good cause.

