Early Literacy Matters
State-by-State Policy Implementation Report

Explore New York’s adoption and implementation of the 18 Early Literacy Fundamental Principles.
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.

<table>
<thead>
<tr>
<th><strong>FULL IMPLEMENTATION</strong></th>
<th>The fundamental principle is adopted in policy, and there is evidence of full implementation.</th>
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<tbody>
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<td><strong>ABOVE &amp; BEYOND BADGE:</strong></td>
<td>This badge recognizes efforts that exceed full implementation.</td>
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| **PARTIAL IMPLEMENTATION** | The fundamental principle is adopted in policy, but there is limited evidence of implementation. |

| **FUTURE IMPLEMENTATION** | The fundamental principle is adopted in policy with a future date for implementation. |

| **PRINCIPLE NOT ADOPTED** | The fundamental principle is not adopted in policy, does not meet minimum implementation requirements or is grant-based and not sustainable. |
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 York’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.

ADOPITON IMPLEMENTATION

0 out of 18

STATE POLICY ADOPTION REFERENCE MATERIALS

- New York State Education Department, English Language Arts (ELA) & Literacy
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 York DOES NOT require K–3 teachers and administrators to participate in state-adopted science of reading training.

CONSIDERATION(S) FOR STRENGTHENING POLICY

• New York should expand policy to require all K–3 teachers and administrators to participate in state-adopted science of reading training.

• In adopting this policy, New York should ensure there is an implementation plan for rollout that is clearly communicated to all educators.
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 York DOES NOT provide for literacy coaches in policy.

CONSIDERATION(S) FOR STRENGTHENING POLICY

• New York 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.
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 York DOES NOT have standards for teacher preparation programs that address all components of scientifically based reading. ([NCTQ, New York Summary 2023](#))

CONSIDERATION(S) FOR STRENGTHENING POLICY

• New York should expand policy to ensure 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.

• New York should further ensure coursework includes evidence-based literacy instruction, how to administer reading assessments, and how to identify students with reading difficulties, such as dyslexia.
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 York DOES require a licensure test that addresses reading: New York State Teacher Certification Exams (NYSTCE) Multi-Subject: Teachers of Childhood (Grades 1–6), Part One: Literacy and English Language Arts; however, this licensure test DOES NOT adequately address all five core components of reading. (NCTQ, New York 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

- New York should require elementary education candidates to pass an assessment that is aligned to the science of reading in order to obtain teacher licensure.
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 York DOES NOT provide direct funding specifically to support state and/or local implementation of early literacy fundamental principles.

**CONSIDERATION(S) FOR STRENGTHENING POLICY**

- New York should determine the adequate funding level to ensure implementation of the fundamental principles are fully funded.
Universal Reading Screener

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 York DOES NOT require a state-approved universal reading screener to be administered to K–3 students three times per year to identify students at risk for reading failure.

• New York policy DOES require diagnostic screening for new entrants in New York schools that includes a determination of development in oral expression, listening comprehension, written expression, basic reading skills, reading fluency, and comprehension.

• New York policy DOES require diagnostic screening for students with low test scores in New York schools that includes a review of the instructional programs in reading and mathematics to ensure that explicit and research validated instruction is being provided in reading and mathematics.

CONSIDERATION(S) FOR STRENGTHENING POLICY

• New York 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.
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 York HAS NOT approved a screener for characteristics of dyslexia.

CONSIDERATION(S) FOR STRENGTHENING POLICY

• New York should expand policy to require schools to administer a state-approved screener for characteristics of dyslexia that assess the following skills, as developmentally appropriate: phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, rapid naming, encoding, and oral reading fluency.

• New York should require the dyslexia screener to be administered, at a minimum, to all students at the end of Kindergarten and at the beginning of 1st and 2nd grade.
Parental Notification

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 York HAS NOT established a policy relating to parental notification.
- New York policy DOES require school districts to provide notice to parents when a student requires an intervention beyond what is provided to the general education classroom.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Following approval of a universal screener and dyslexia screener to be administered to students, New York should further expand policy to require parental notification of students identified with reading difficulties within 30 days of each administration of the state-approved universal reading screener and dyslexia screener.
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 York DOES NOT provide guidance and resources to support the identification and selection of HQIM aligned to the science of reading and state standards.

• New York DOES provide certain materials to guide local curriculum development. ([NYSED, English Language Arts & Literacy Curriculum Resources](#))

• New York DOES specify that curriculum decisions are determined at each local school district. ([NYSED, Guide for Aligning Local Curricula to the Next Generation English Language Arts Learning Standards](#))

• New York DOES provide a Guide for [Aligning Local Curricula to the Next Generation English Language Arts Standards](#), which is an optional resource for districts.

• New York policy DOES provide for teacher resource and computer training centers which may provide professional support services relating to developing and producing curricula and curricular materials designed to meet the educational needs of students.

CONSIDERATION(S) FOR STRENGTHENING POLICY

• New York should expand 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 York 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 York 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 York 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 York DOES NOT require the creation of individual reading plans for students identified with a reading deficiency.
- New York policy DOES provide for written reports of students who have been administered the diagnostic screening, which should include a description of the screening devices used, the student’s performance on those devices, and the appropriate referrals, if required.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- In addition to establishing policy relating to universal reading screeners, New York 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 York should establish a process for monitoring the implementation of those plans and a timeline for notifying parents of the development of the 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 York DOES NOT track district/school monitoring of students’ progress within a multi-tiered system of supports (MTSS).

• New York policy DOES require students with low test scores on the diagnostic assessments to be monitored periodically through screenings and on-going assessments of the student’s reading abilities and skills.

CONSIDERATION(S) FOR STRENGTHENING POLICY

• New York should expand policy to require schools to regularly monitor and document students’ progress within a multi-tiered system of supports (MTSS).

• Through the MTSS, New York should require schools to use data to inform instruction and interventions as needed and in a timely manner. Note that monitoring can take many forms, including observations, screeners, assessments, and student work.
Evidence-Based Interventions

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 York DOES NOT have a policy relating to the use of evidence-based science of reading interventions for students who have been identified as having a reading deficiency.

- New York policy DOES require targeted intervention and instruction for students showing sub-standard progress who had low test scores on diagnostic assessments administered.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- New York 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.
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 York 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 York 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 York 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 York DOES NOT require schools to provide read-at-home plans to parents as soon as a student is identified with a reading deficiency.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- New York 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 York should require strategies that are shared with parents to target students’ needs based on data and are aligned with the science of reading.
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 York DOES NOT have a policy that requires a student who is unable to demonstrate sufficient reading skills on the state test-based options provided to be retained.
- New York policy DOES specify that no school district may make any student promotion or placement decisions based solely or primarily on student performance on the English language arts elementary assessments and the mathematics elementary assessments administered in 3rd and 4th grade.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- New York should expand policy to require that a student who is unable to demonstrate sufficient reading skills on the state test-based options provided be retained and receive intensive 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 York DOES NOT have a retention policy and DOES NOT offer at least three pathways for promotion to 4th grade.
- New York policy DOES specify that no school district may make any student promotion or placement decisions based solely or primarily on student performance on the English language arts elementary assessments and the mathematics elementary assessments administered in 3rd and 4th grade.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- New York 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 intervention. Policy should include at least three pathways for 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 York DOES NOT have a retention policy and DOES NOT allow specific good cause exemptions for promotion to 4th grade.

• New York policy DOES specify that no school district may make any student promotion or placement decisions based solely or primarily on student performance on the English language arts elementary assessments and the mathematics elementary assessments administered in 3rd and 4th grade.

CONSIDERATION(S) FOR STRENGTHENING POLICY

• New York 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 interventions. 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 York should further require intensive interventions to continue in 4th grade for students promoted for good cause.