



# Early Literacy Matters






## State-by-State Policy Implementation Report

Explore Oregon'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 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

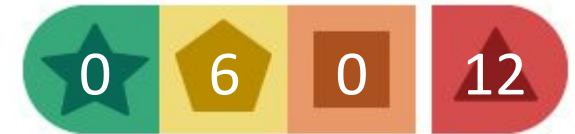
The purpose of this document is to provide an analysis of states' implementation of K–3 reading policies aligned to ExcelinEd's [fundamental principles](#) of an early literacy policy. It builds on an analysis of states' adoption of statutes and regulations establishing requirements for each component 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 Oregon'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

6 out of 18



### STATE POLICY ADOPTION REFERENCE MATERIALS

- [Oregon Department of Education, Early Literacy Success Initiative](#)

# 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:

- Oregon DOES NOT require K–3 teachers and administrators to participate in state-adopted science of reading training.
- Oregon DOES provide funding, through [legislation](#) enacted in 2023, for professional development in research-aligned literacy strategies to teachers and administrators in early elementary grades to improve literacy instruction.
- Oregon [policy](#) DOES require, through the early literacy success plan, districts to provide to the Department of Education a description of how they will offer professional development and coaching. However, these professional development descriptions are only required for those districts participating in the grant program, and this is not a statewide requirement.
- Oregon [policy](#) DOES establish, through the Early Success Reading Initiative, a goal to have a partnership between districts and the University of Oregon to provide instructional and research support to assist teachers in enabling K–3 students to learn to read effectively and successfully.
- Oregon DOES provide resources and information on general professional development opportunities. (See [ODE, Professional Learning Opportunities](#); [ODE, Oregon's Instructional Frameworks – Early Literacy](#); [Oregon Response to Intervention, The Science of Reading: Professional Learning Series](#))
- Oregon [policy](#) DOES require that school districts ensure that at least one K–5 teacher in each school serving students in grades Kindergarten through 5<sup>th</sup> grade has received training related to dyslexia from a list of Department-vetted providers.

# Science of Reading (SOR) Training

**CONTINUED****IMPLEMENTATION LEVEL****PRINCIPLE NOT ADOPTED****NOTEWORTHY**

The following aspects of the state's work are particularly noteworthy:

- Oregon created the Early Literacy Framework to build statewide coherence, clarity, and common ground; fuel action and improvements; support districts and schools in the implementation of a comprehensive literacy vision and plan; and serve as a shared north star for educators, leaders, and community. ([ODE, Oregon's Early Literacy Framework: A Strong Foundation for Readers and Writers \(K–5\)](#))

**CONSIDERATION(S) FOR  
STRENGTHENING POLICY**

- Oregon should adopt policy to require all K–3 teachers and administrators to participate in state-adopted science of reading training.
- In adopting this policy, Oregon should ensure there is an implementation plan for rollout 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:

- Oregon DOES NOT require literacy coaches trained in the science of reading to be assigned to each elementary school.
- Oregon [policy](#) DOES provide funding for coaching in research-aligned literacy strategies to teachers and administrators in early elementary grades to improve literacy instruction in those schools participating in the Early Literacy Success Initiative.

## CONSIDERATION(S) FOR STRENGTHENING POLICY

- Oregon 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:

- Oregon DOES have standards for teacher preparation programs that address all core components of scientifically based reading. ([NCTQ, Oregon Summary 2023](#))
- Oregon [policy](#) DOES provide standards for approval of an educator preparation program for elementary education, early childhood education, and special education. Programs must provide instruction on dyslexia and other reading difficulties, as well as instruction that enables students to meet or exceed 3<sup>rd</sup> grade reading standards.

#### CONSIDERATION(S) FOR STRENGTHENING POLICY

- Oregon should expand policy to require that educator preparation program coursework prohibits the use of course materials that include three-cueing instructional strategies.
- Oregon should further ensure coursework includes evidence-based literacy instruction and how to administer reading assessments.

# Educator Preparation Program (EPP) 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:

- Oregon DOES require a licensure test that addresses reading: National Evaluation Series: Elementary Education, Subtest I; however, this licensure test DOES NOT adequately address all five core components of reading and is optional. ([NCTQ, Oregon 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

- Oregon should require elementary education candidates to pass an assessment that is aligned to the science of reading to obtain teacher licensure.

# 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:

- Oregon DOES provide direct funding specifically to support state and/or local implementation of early literacy fundamental principles. These include:
  - [Early Literacy Success Initiative](#) includes funding for professional development and coaching; adoption and implementation of high-quality instructional materials; extended learning; high-dosage tutoring; and hiring of specialized literacy staff – for the 2025–2027 biennium this includes the following investments:
    - Birth-Five Literacy Plan & Grants: \$9.3 million
    - Early Literacy Tribal Grants: \$2 million
    - Early Literacy School District Grants: \$93 million
    - Early Literacy Community Grants: \$8 million
  - [Summer programming](#) with a focus on early literacy [\$70 million for 2025–2027 (\$35 million per summer)] (See [House Bill 2007 \(2025\)](#); [House Bill 5047 \(2025\)](#))
  - Early Childhood Equity Fund

## CONSIDERATION(S) FOR STRENGTHENING POLICY

- Oregon 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:

- Oregon 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.
- Oregon [policy](#) (Early Reading Success Initiative) DOES require schools to screen and continuously monitor the reading progress of all children in Kindergarten–3<sup>rd</sup> grade.
- Oregon DOES encourage schools to administer reading assessments three times per year in the [Oregon Early Literacy Framework](#). Schools also administer the statewide OSAS reading assessment to students at the end of 3<sup>rd</sup> grade.
- Beginning in the 2026–2027 school year, Oregon [policy](#) WILL require districts to administer state-approved interim assessments three times per year in language arts for grades K–8.

## CONSIDERATION(S) FOR STRENGTHENING POLICY

- Oregon 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

### 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:

- Oregon HAS created a [list](#) of approved universal screening tools for risk factors of dyslexia.
- Oregon [policy](#) DOES require districts to screen all Kindergarten students for risk factors of dyslexia and any 1<sup>st</sup> grade student who enrolls in a public school in the state for the first time – if a student shows risk factors for reading difficulties, districts must then screen for a family history of difficulty in learning to read. (See also [ODE, Best Practices for Screening Students for Risk Factors of Dyslexia and Providing Instructional Support](#))
- Oregon DOES encourage districts to select universal screening tools that assess these areas: 1<sup>st</sup> grade should include word identification, oral reading fluency, and mastery of typical Kindergarten skills (e.g., phonological awareness, letter/sound correspondences, rapid naming), and 2<sup>nd</sup>–5<sup>th</sup> grade should include word and passage reading, oral reading fluency, and reading comprehension. ([ODE, Best Practices for Screening Students for Risk Factors of Dyslexia and Providing Instructional Support](#))

## RESOURCES

- [ODE, Dyslexia](#)

## CONSIDERATION(S) FOR STRENGTHENING POLICY

- Oregon should require the dyslexia screener to be administered, at a minimum, to all students at the end of Kindergarten and at the beginning of 1<sup>st</sup> and 2<sup>nd</sup> 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:

- Oregon DOES encourage schools to provide notice to parents following screening for characteristics of dyslexia. However, state policy DOES NOT require notice to parents. ([ODE, Universal Screening for Risk Factors of Dyslexia: Guidance on Parent Notification](#))
- Oregon HAS provided districts with [guidance on parent notification](#).

## CONSIDERATION(S) FOR STRENGTHENING POLICY

- Following expansion of policy relating to universal reading screeners, Oregon 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.

# 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:**

- Oregon DOES require schools to use high-quality instructional materials for all subjects, including English language arts, from a [vetted and approved list](#) or to adopt curriculum independently using the [Independent Adoption of Instructional Materials](#) guidelines.
- Oregon DOES require the instructional materials used by schools, selected from the list as well as independently adopted curriculum, to be “research-aligned”, which is [defined](#) to require alignment with the science of reading. (See [ODE, Instructional Materials Evaluation Tool \(Kindergarten-2<sup>nd</sup>\)](#); [ODE, Instructional Materials Evaluation Tool \(3<sup>rd</sup> - 5<sup>th</sup>\)](#))
- Oregon DOES provide funding through the [Early Literacy Success School Grants](#) for districts to adopt curricula that uses research-aligned literacy strategies.
- Oregon DOES require districts to create [early literacy success plans](#), which must include the English language arts curricula used by elementary schools.

#### CONSIDERATION(S) FOR STRENGTHENING POLICY

- Oregon should expand policy to require districts to post their adopted materials on their 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:

- Oregon 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

- Oregon 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:

- Oregon DOES NOT require the creation of individual reading plans for students identified with a reading deficiency.

## CONSIDERATION(S) FOR STRENGTHENING POLICY

- In addition to establishing policy relating to universal reading screeners, Oregon 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.

# Regularly Monitor Student Progress



## IMPLEMENTATION LEVEL

### PARTIAL IMPLEMENTATION

The state requires schools to monitor students' progress within a multi-tiered system of supports (MTSS). 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:**

- Oregon HAS created the [Oregon Early Literacy Framework](#) that provides information on the Response to Intervention model of service delivery.
- Oregon DOES provide support to schools to monitor students' progress within a multi-tiered system of supports through state-funded networks and programs. ([ODE, Multi-Tiered Systems of Support \(MTSS\) in Education](#); [ODE, Multi-Tiered System of Supports \(MTSS\) Document](#))

#### CONSIDERATION(S) FOR STRENGTHENING POLICY

- Following expansion of the universal reading screener in policy, Oregon should require schools to use data from the screeners and other monitoring activities to inform instruction and interventions as needed and in a timely manner.

# 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:

- Oregon 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.

#### CONSIDERATION(S) FOR STRENGTHENING POLICY

- Oregon 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:**

- Oregon DOES NOT have a policy requiring districts to offer summer reading camps to rising 1<sup>st</sup>–4<sup>th</sup> grade students at risk of reading failure.
- Oregon [policy](#) DOES allow funding from the [Early Literacy Success School Districts Grants](#) to be used for summer reading activities from home and intensive summer school programs. However, this is an optional use of the funds.
- Oregon [policy](#) for summer reading activities through the Early Literacy Success School District Grants DOES require staff leading any extended learning to be trained in research-aligned literacy strategies.
- Oregon HAS invested \$70 million for [summer learning](#), with a focus on early literacy, for 2025–2027.

### CONSIDERATION(S) FOR STRENGTHENING POLICY

- Oregon 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.

# 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:**

- Oregon DOES NOT require schools to provide read-at-home plans to parents as soon as a student is identified with a reading deficiency.
- Oregon DOES identify parent engagement as a goal for the [Early Literacy Success Initiative](#).

#### CONSIDERATION(S) FOR STRENGTHENING POLICY

- Oregon 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, Oregon should require strategies that are shared with parents to target students’ needs based on data and 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:

- Oregon 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

- Oregon 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 4<sup>th</sup> 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:

- Oregon 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

- Oregon 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 at least three pathways for promotion to 4<sup>th</sup> grade including achieving a predetermined level on the state reading assessment, passing an alternative assessment or retest, or 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:

- Oregon 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

- Oregon 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 specific good cause exemptions for promotion to 4<sup>th</sup> grade that recognize the special needs of some students with disabilities, English language learners, and students who were previously retained.
- Oregon should further require intensive interventions to continue in 4<sup>th</sup> grade for students promoted for good cause.

