



Early Literacy Matters

State-by-State Policy Implementation Report

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






KS

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 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 Kansas'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

13 out of 18



STATE POLICY ADOPTION REFERENCE MATERIALS

- [KSDE, Early Literacy/Dyslexia Information, Newsletters and Additional Resources](#)
- [KSDE, Kansas Education Framework for Literacy \(2025\)](#)

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:

- Kansas DOES offer free science of reading training with LETRS to all educators in elementary schools or any educator that provides reading instruction to struggling readers at all grade levels – this training is available through regional education service centers. ([TASN](#), [Kansas LETRS](#))
- Kansas WILL continue to cover the cost to complete the LETRS training for educators through July 1, 2026 or until all of the funds are expended. ([KSDE, Science of Reading Licensure Requirements](#))
- Kansas DOES offer [LETRS for Administrators](#), through Lexia – pending funding, the last group of administrators will complete the training in November 2026.
- Kansas DOES provide a [list](#) of approved literacy training programs for educators.
- Kansas DOES require educators with specific licenses who are new to teaching to complete dyslexia training modules – license types for this required training include: elementary education (PK–grade 6); early childhood unified; high incidence special education and teaching in grades K–12; ELA grades 5–12; reading specialists; and school psychologists. ([KSDE, KSDE Required Dyslexia Modules](#))

Science of Reading (SOR) Training

CONTINUED

IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

EVIDENCE/GUIDANCE (CONTINUED)

- Kansas [policy](#) DOES create a literacy advisory committee which is tasked with monitoring progress of literacy training for in-service teachers and education of elementary and secondary students and designating best practices for literacy training.
- Kansas [policy](#) DOES require the State Board of Regents and State Board of Education work together to jointly approve micro-credential requirements for educators in the science of reading and structured literacy and develop or make accessible PD programs and micro-credential courses for all in-service early childhood teachers, general education teachers, and special education teachers at low or no cost to the teachers.

NOTEWORTHY

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

- Kansas also offers the LETRS training to higher education faculty who teach literacy courses in Kansas teacher preparation programs. ([Lexia, Kansas LETRS Science of Reading Professional Learning Course](#))

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Kansas should expand policy to require all K–3 teachers and administrators to participate in state-adopted science of reading training.
- In expanding this policy, Kansas should create 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:

- Kansas DOES provide for licensure of reading specialists, who must demonstrate knowledge of evidence-based foundations of literacy and language. ([KSDE, Licensure Regulations](#))
- Funding WAS provided in the [2024 budget](#) for a project manager at the Center for Reading at Pittsburg State University to provide knowledge and support for developing a list of qualified trainers for school districts to hire.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Kansas 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

FULL IMPLEMENTATION

EPP required coursework (elementary, early childhood, and special education) is aligned to the science of reading and prohibits the use of course materials that include three-cueing. Coursework includes evidence-based literacy instruction, how to administer reading assessments, and how to identify students with reading difficulties, such as dyslexia.

EVIDENCE/GUIDANCE

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

- Kansas DOES have standards for teacher preparation programs that address all core components of scientifically based reading. ([NCTQ, Kansas Summary 2023](#))
- Kansas [policy](#) DOES prohibit postsecondary educational institutions from using or teaching “any discredited methodologies, such as the three-cueing system.” This policy enacted in 2024 also requires the establishment of a comprehensive reading and literacy assessment system with universal screening measures, diagnostic, formative, and summative assessments to be used in teacher preparation programs in the state and allow for teachers to adjust instruction to meet the specific needs of students, including with regard to difficulties and the remediation of reading and literacy skill gaps.
- Kansas [policy](#) DOES create a literacy advisory committee tasked with monitoring progress of literacy training for pre-service teachers and designating best practices for literacy training.
- Kansas [policy](#) DOES require postsecondary educational institutions to offer explicit courses in the science of reading and structured literacy.

CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.

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:

- Kansas DOES require Elementary Education Teaching Reading (7002) for candidates seeking licensure in Elementary Education, which is aligned to the science of reading. ([Praxis, Kansas Required Test](#))

NOTEWORTHY

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

- Beginning July 1, 2028, Kansas veteran educators serving in several positions, including Elementary reading/English language arts teacher, WILL be [required](#) to demonstrate knowledge of the science of reading to renew their professional license. Educators who have completed this requirement will receive an embossed Seal of Literacy on their license issued by the Kansas State Board of Education

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:

- Kansas DOES provide direct funding specifically to support state and/or local implementation of early literacy fundamental principles. These include:
 - Developing science of reading curricula for state educational institutions and colleges, dyslexia resources, training, trainers/coaches ([2024 Budget](#))
 - Funding for the [Kansas blueprint for literacy](#) [\$10 million] (2024–2025)

CONSIDERATION(S) FOR STRENGTHENING POLICY

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



Universal Reading Screener



IMPLEMENTATION LEVEL

FULL IMPLEMENTATION

A state-approved universal reading screener is administered to K–3 students 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:

- Kansas DOES require districts to administer a universal reading screener, from an approved [list](#) by the state, to all K–3 students three times per year to identify students at risk for reading failure. ([KSDE, Dyslexia Handbook 2025](#); see also [KSDE, EOYA Reporting: KSDE Dyslexia Screening Protocol K–12 \(2025–2026\)](#))

CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.



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:

- Kansas DOES require all schools to screen students for characteristics of dyslexia in K–8 three times per year. ([KSDE, Dyslexia Handbook 2025](#); [KSDE, Dyslexia Screening Protocol K–12 \(2025–2026\)](#); see also [KSDE, EOYA Reporting: KSDE Dyslexia Screening Protocol K–12 \(2025–2026\)](#))
- Kansas DOES require assessment of the following skills as developmentally appropriate: phonological and phonemic awareness, sound-symbol recognition, fluent word recognition, nonsense reading, decoding skills, spelling, oral reading rate (2nd grade and above), and oral reading accuracy (2nd grade and above). ([KSDE, Dyslexia Handbook 2025](#))
- Kansas DOES require educators with specific licenses who are new to teaching to complete dyslexia training modules – license types for this required training include: elementary education (PK–grade 6); early childhood unified; high incidence special education and teaching in grades K–12; ELA grades 5–12; reading specialists; and school psychologists. ([KSDE, KSDE Required Dyslexia Modules](#))

CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.



Parental Notification



IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

The state requires parental notification of *3rd grade students ONLY* who are identified with reading difficulties based on the state-approved universal reading screener and/or dyslexia screener results.

EVIDENCE/GUIDANCE

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

- Kansas [policy](#) DOES require parental notification to parents of 3rd grade students relating to literacy proficiency or deficiencies and any recommended interventions.
- Kansas [policy](#) DOES require such communication to parents of 3rd grade students to occur at least once during the fall semester and once during the spring semester.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Kansas should expand policy to require parental notification of *all K–3 students* identified with reading difficulties *within 30 days of each administration* of the state approved universal reading screener/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:

- Kansas DOES NOT require school districts to adopt high-quality instructional materials aligned to the science of reading and state standards.
- Kansas DOES provide [guidance](#) to districts relating to aligning their curriculum to the science of reading.

CONSIDERATION(S) FOR STRENGTHENING POLICY

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

Elimination of Three-Cueing Instructional Materials



IMPLEMENTATION LEVEL

FULL IMPLEMENTATION

The state has adopted a policy to eliminate the use of all instructional materials that include the three-cueing systems model for teaching word reading with a clear timeline for the elimination of the use of these materials.

EVIDENCE/GUIDANCE

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

- Kansas DOES [prohibit](#) school districts from using textbooks or instructional materials that use the three-cueing system model of reading or visual memory as primary bases for teaching word recognition.
- Kansas DOES [prohibit](#) postsecondary educational institutions from using or teaching any “discredited methodologies, such as the three-cueing system.”
- The [2024 Kansas Budget](#) DID require a survey to be conducted to create a list of school districts that used curriculum and training materials that include the three-cueing systems model of reading or visual memory program in the preceding school year.

CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.

Individual Reading Plans



IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

The state requires schools to develop and implement an individual reading plan for 3rd grade students who are identified as having a reading deficiency based upon screening results.

EVIDENCE/GUIDANCE

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

- Kansas DOES require intervention plans or progress monitoring plans that include instructional tools, student goals, and frequency of data collection and review. ([KSDE, Dyslexia Handbook 2025](#))
- Kansas [policy](#) DOES require parents of 3rd grade students who receive notice on their students' literacy proficiency or deficiencies to also include information on any assessment data relating to literacy that pertains to the student, any recommended interventions and how the school district tracks the outcomes of any such interventions. (See also [KSDE, Kansas Every Child Can Read Act](#))

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Kansas should expand policy to require individual reading plans for all K–3 students.
- Kansas should expand policy to 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

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:

- Kansas DOES require districts to regularly monitor and document students' progress within a MTSS. ([TASN, Kansas MTSS and Alignment](#))
- Kansas DOES require districts to use data to inform instruction and interventions. ([TASN, Kansas MTSS and Alignment](#))

RESOURCES

- [KSDE, Dyslexia Handbook 2025](#)

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:

- Kansas DOES require schools to provide structured literacy programs, as well as other intervention instruction, as needed. ([KSDE, Dyslexia Handbook 2025](#))
- Kansas DOES provide reading intervention guidance and recommendations for schools. ([KSDE, Dyslexia Handbook 2025](#))

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Kansas should establish a vetted and approved list of interventions that are grounded in the science of reading, from which schools can select interventions to use.

Summer Reading Camps



IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

The state requires districts to offer summer reading camps to students at risk of reading failure to remediate learning loss and/or build reading skills.

EVIDENCE/GUIDANCE

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

- Kansas [policy](#) DOES provide that schools may offer summer reading camps; however, this is optional. (See [KSDE, Kansas Every Child Can Read Act](#))

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Kansas 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.
- Kansas 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:

- Kansas DOES provide online resources to parents to support reading at home. ([KSDE, Dyslexia Handbook 2025](#))
- Kansas does NOT require read at home plans.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Kansas 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, Kansas 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:

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

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Kansas 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:

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

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Kansas 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 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:

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

CONSIDERATION(S) FOR STRENGTHENING POLICY

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

