Early Literacy Matters
State-by-State Policy Implementation Report

Explore West Virginia’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.

<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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ABOVE &amp; BEYOND BADGE:</strong></td>
<td>This badge recognizes efforts that exceed full implementation.</td>
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<tr>
<td><strong>PARTIAL IMPLEMENTATION</strong></td>
<td>The fundamental principle is adopted in policy, but there is limited evidence of implementation.</td>
</tr>
<tr>
<td><strong>FUTURE IMPLEMENTATION</strong></td>
<td>The fundamental principle is adopted in policy with a future date for implementation.</td>
</tr>
<tr>
<td><strong>PRINCIPLE NOT ADOPTED</strong></td>
<td>The fundamental principle is not adopted in policy, does not meet minimum implementation requirements or is grant-based and not sustainable.</td>
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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 West Virginia’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

16 out of 18

STATE POLICY ADOPTION REFERENCE MATERIALS

• West Virginia 18-2E019 Third Grade Success Act
• WVBE, Rule 2512 Transformative System of Support for Early Literacy
• WV DOE, Ready, Read, Write West Virginia
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:

• West Virginia policy DOES require the state board to establish rules that would address providing assistance to county boards with the implementation of the science of reading training for all K–3 educators and interventionists.

• West Virginia DOES provide resources for educators for training purposes that are aligned to the science of reading. (WV DOE, Ready Read Write, Educator Resources)

• West Virginia DOES offer in-person and online science of reading training for educators and district content/implementation teams and have supported district teams in writing implementation rollout plans for delivery of training to their educators and administrators. (Shared Evidence for SOR Implementation)

CONSIDERATION(S) FOR STRENGTHENING POLICY

• West Virginia should expand policy to require science of reading aligned training for all K–3 administrators, in addition to 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:

- West Virginia DOES NOT clearly provide for literacy coaches in policy.
- West Virginia policy from 2023 DOES provide that schools must offer job-embedded, on-site teacher training on evidence-based reading and data-driven decision making that provides K–3 teachers with immediate feedback for improving instruction. (Note: No timeline is provided in statute.)

CONSIDERATION(S) FOR STRENGTHENING POLICY

- West Virginia 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

FUTURE IMPLEMENTATION

Full implementation of this principle requires the following: 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:

- West Virginia DOES have standards for educator preparation programs that address all core components of scientifically based reading. (NCTQ, West Virginia Summary 2023)

- West Virginia policy DOES provide that educator preparation programs should ensure that candidates have instruction in state-adopted grade-level content standards, foundational reading, and how to implement reading instruction using high-quality instructional materials. (Note: No timeline is provided in statute.)

- West Virginia policy DOES provide that educator preparation programs should ensure that candidates have instruction in how to provide effective instruction and intervention for students with reading deficiencies, including students with characteristics of dyslexia, and how to understand and use student data to make instructional decisions. (Note: No timeline is provided in statute.)

CONSIDERATION(S) FOR STRENGTHENING POLICY

- West Virginia should make clear in policy that EPP required coursework that is aligned to the science of reading also prohibits the use of course materials that include three-cueing.

- West Virginia should establish a timeline for implementation.
EVIDENCE/GUIDANCE

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

- Effective July 1, 2024, West Virginia policy WILL require a licensure test that addresses reading: Teaching Reading Elementary Education (Professional Education Assessment). *(NCTQ, West Virginia Summary 2023; NCTQ, False Assurances: Many states’ licensure tests don’t signal whether elementary teachers understand reading instruction (Nov. 2023))*

- West Virginia WILL require candidates for Elementary Education (K–6) to achieve a minimum qualifying passing score on the state’s required licensing assessment.

CONSIDERATION(S) FOR STRENGTHENING POLICY

At this time, we have no considerations for strengthening this principle.
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:

- West Virginia DOES provide direct funding specifically to support state and/or local implementation of early literacy fundamental principles. These include:
  - Transformative System of Early Literacy ($5.7 million annually)
  - Early Literacy program funding in the FY24 budget ($5,717,133)

CONSIDERATION(S) FOR STRENGTHENING POLICY

- West Virginia 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:

• West Virginia policy DOES require the state board to develop rules that would address establishing an approved list of screeners and/or benchmark assessments in English language arts for K–3 students.

• The state-approved universal reading screener is administered to K–3 students three times per year to identify students at risk for reading failure. (West Virginia Department of Education Third Grade Success Act)
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 a 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:

• West Virginia policy DOES require the state board to establish rules that would address establishing an approved list of dyslexia screeners to be administered to K–3 students no less than twice per year and any time students with identified deficiencies are not responding to interventions.

• West Virginia requires districts to choose from a state-approved list of screeners 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. (West Virginia Department of Education Third Grade Success Act)
Parental Notification

IMPLEMENTATION LEVEL
FULL IMPLEMENTATION

The state requires 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.

EVIDENCE/GUIDANCE

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

- West Virginia policy DOES require the state board to establish rules that would address family engagement, including requiring parental notification of any student in Kindergarten–3rd grade who exhibits a deficiency in reading no later than 15 days after the identification of the deficiency.

- West Virginia DOES require regular updates to parents or guardians, ongoing communication on the child’s reading and math progress, and strategies to parents or guardians to use at home to help their child succeed in reading or math.

- Notification of parents or guardians is included in the creation and implementation of the reading or mathematics improvement plans. ([West Virginia Department of Education Third Grade Success Act](https://www.earlyliteracymatters.org))

CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.
District Adoption of High-Quality Instructional Materials

IMPLEMENTATION LEVEL

FUTURE IMPLEMENTATION

Full implementation of this principle requires the following: The state requires school districts to adopt high-quality instructional materials aligned to the science of reading and state standards from a vetted and approved list. Districts must post their adopted materials on the district website.

EVIDENCE/GUIDANCE

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

- West Virginia policy DOES require each county board to adopt high-quality instructional materials grounded in scientifically based reading research and aligned to state standards to be used as the core curriculum. (Note: No timeline is provided in statute.)

CONSIDERATION(S) FOR STRENGTHENING POLICY

- West Virginia should expand policy to require the state to establish a vetted and approved list of high-quality instructional materials.
- West Virginia should establish a timeline for implementation.
Elimination of Three-Cueing Instructional Materials

IMPLEMENTATION LEVEL
FUTURE IMPLEMENTATION

Full implementation of this principle requires the following: 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:

- West Virginia policy DOES specify that instructional materials adopted by each county board shall not include practices that are aligned with the three-cueing systems model of teaching reading. (Note: No timeline is provided in statute.)

CONSIDERATION(S) FOR STRENGTHENING POLICY

- West Virginia should ensure that there is a clear timeline for the elimination of the use of three-cueing systems materials.
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:

• West Virginia policy DOES require the state board to establish rules that would address requiring the development of an individual reading improvement plan.

• West Virginia requires districts to develop individual reading improvement plans, no later than 30 days after administration of the universal reading screener, for K–3 students who exhibit a deficiency in reading. (West Virginia Department of Education Third Grade Success Act)

CONSIDERATION(S) FOR STRENGTHENING POLICY

• West Virginia should expand policy to establish a process for monitoring the implementation of 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:

- West Virginia HAS created a multi-tiered system of supports to monitor student academic progress. ([WV DOE, West Virginia Tiered System of Support (WVTSS); West Virginia Tiered System of Support (WVTSS): An Overview](https://www.earlyliteracymatters.org))
Evidence-Based Interventions

IMPLEMENTATION LEVEL

FUTURE IMPLEMENTATION

Full implementation of this principle requires the following: The state requires school districts to target students’ needs by adopting interventions grounded in the science of reading from a vetted and approved list. Interventions are provided before, during, or after school.

EVIDENCE/GUIDANCE

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

• West Virginia policy DOES require the state board to establish rules that would address the intensive reading intervention that students will receive. Reading interventions may include evidence-based strategies frequently used to remediate reading deficiencies, which may include individual instruction, small-group instruction, tutoring, mentoring, or the use of technology that targets specific reading skills and abilities. (Note: No timeline is provided in statute.)

CONSIDERATION(S) FOR STRENGTHENING POLICY

• In establishing rules relating to evidence-based interventions, West Virginia should require the creation of a vetted and approved list of evidence-based interventions that are aligned to the science of reading.

• West Virginia should establish a timeline for implementation.
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:

- West Virginia policy DOES provide for summer school programs to be operated by certified teachers; however, these summer school programs are not required.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- West Virginia should adopt 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.
- West Virginia should further ensure that staff at the reading camps be trained in the science of reading.
Parent Read-At-Home Plan

IMPLEMENTATION LEVEL

FUTURE IMPLEMENTATION

Full implementation of this principle requires the following: The state requires schools to provide read-at-home plans to parents as soon as a student is identified with a reading deficiency. Strategies shared with parents target students’ needs based on data and are aligned with the science of reading.

EVIDENCE/GUIDANCE

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

• West Virginia DOES provide online resources to parents to support reading at home. (See, for example, WV DOE, Ready Read Write, Families & Guardians.)

• West Virginia policy DOES require the state board to establish rules that would address family engagement, including ensuring that parents are informed of and have access to resources which they may use to improve their child’s literacy. (Note: No timeline is provided in statute.)

• West Virginia policy DOES require the state board to establish rules that would address family engagement, including notification to parents following the administration of the universal screener, which must include strategies for the parent to use at home to help their child succeed in reading. (Note: No timeline is provided in statute.)

CONSIDERATION(S) FOR STRENGTHENING POLICY

• West Virginia should establish a timeline for implementation.
IMPLEMENTATION LEVEL

FUTURE IMPLEMENTATION

EVIDENCE/GUIDANCE

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

- By 2026, West Virginia WILL require students who demonstrate a minimal understanding of, and ability to apply, grade level English language arts, as indicated on the West Virginia General Summative Assessment at the end of 3rd grade, to be retained, upon the recommendation of the teacher and student assistance team. (WV Code 18-2E-10 Third Grade Success Act)

CONSIDERATION(S) FOR STRENGTHENING POLICY

At this time, we have no considerations for strengthening this principle.
Multiple Options for Promotion

IMPLEMENTATION LEVEL

FUTURE IMPLEMENTATION

EVIDENCE/GUIDANCE

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

- By 2026, West Virginia WILL require, within the retention policy, multiple options for promotion, including by passing the state assessment, by demonstrating an acceptable level of performance on an alternative standardized assessment, or attending an extended year learning program and achieving proficiency. ([WV Code 18-2E-10 Third Grade Success Act](https://www.earlyliteracymatters.org))

CONSIDERATION(S) FOR STRENGTHENING POLICY

At this time, we have no considerations for strengthening this principle.
Good Cause Exemptions for Some Students

IMPLEMENTATION LEVEL

FUTURE IMPLEMENTATION

EVIDENCE/GUIDANCE

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

• By 2026, West Virginia WILL require, within the retention policy, multiple options for promotion, including options for some students with disabilities, students identified as English language learners, and students who were previously retained. (WV Code 18-2E-10 Third Grade Success Act)

• By 2026, West Virginia WILL provide the requirement for an individual reading improvement plan for students in 4th grade who have been promoted for good cause. (WV Code 18-2E-10 Third Grade Success Act)

• By 2026, West Virginia WILL provide that a student’s parent may request a good cause exemption to promote the student to 4th grade, and the request will be granted, so long as the superintendent determines that the good cause exemption would be in the best interest of the child. (WV Code 18-2E-10 Third Grade Success Act)

CONSIDERATION(S) FOR STRENGTHENING POLICY

At this time, we have no considerations for strengthening this principle.