



# Early Literacy Matters

## State-by-State Policy Implementation Report

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






**WV**

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 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

17 out of 18



### STATE POLICY ADOPTION REFERENCE MATERIALS

- [West Virginia 18-2E-10 Third Grade Success Act](#)
- [WVBE, Rule 2512 Tiered System of Support for Early Literacy and Numeracy](#)
- [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 – Resources](#))
- West Virginia DOES offer in-person and online science of reading training for educators and district content/implementation teams and the state has supported district teams in writing implementation rollout plans for delivery of training to their educators and administrators. ([WV DOE, Science of Reading Overview](#); [WV DOE, Ready, Read, Write, WV Literacy Rollout](#); [WV DOE, Science of Reading, Local Implementation Plan: 2025–2026 School Year](#))

## 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.

## 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.

# 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:

- 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.
- 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.

#### 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.

# 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:**

- West Virginia [policy](#) DOES 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 DOES 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

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:**

- 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 FY25 and FY26 budgets [\$5,724,015]

## 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.
- West Virginia has created a [list](#) of approved screeners.
- 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](#))

## 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 a minimum, administered to all students at the end of Kindergarten and the beginning of 1<sup>st</sup> and 2<sup>nd</sup> 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 promulgate 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 DOES require 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](#))

## CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.



# 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–3<sup>rd</sup> 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 for 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](#))

## CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.

# 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:

- 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.

## 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 there is a clear timeline for the elimination of the use of materials that include three-cueing systems.

# 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 DOES require 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](#))
- West Virginia DOES require districts to notify parents or guardians when creating or implementing reading improvement plans. ([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 18-2E-10 Third Grade Success Act](#))

### 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:

- 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.

#### 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

### FUTURE IMPLEMENTATION

*Full implementation of this principle requires the following:* The state requires 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. Staff are required to be trained in the science of reading.

#### 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.
- West Virginia [policy](#) DOES provide for operating targeted, sustained extended day and extended year reading and mathematics programs to ensure grade level proficiency and battle summer learning loss.
- Beginning in 2026, West Virginia [policy](#) WILL require students in grades Kindergarten through 3<sup>rd</sup> grade to attend an extended year early literacy instructional support program as a condition of promotion if they have been provided interventions during the school year and need additional academic help to be successful at the next grade level.

#### CONSIDERATION(S) FOR STRENGTHENING POLICY

- West Virginia should ensure that staff at the reading camps be trained in the science of reading.

# Parent Read-At-Home Plan



## IMPLEMENTATION LEVEL

### PARTIAL IMPLEMENTATION

The state or district provides online resources to parents to support reading at home.

#### 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, Resources](#))
- 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.
- 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.

#### CONSIDERATION(S) FOR STRENGTHENING POLICY

- West Virginia should require, schools to provide read-at-home plans to parents that include strategies that target students’ needs based on data and are aligned with the science of reading.

# Initial Determinant Retention at 3<sup>rd</sup> Grade Based on State Assessment



## IMPLEMENTATION LEVEL

### FUTURE IMPLEMENTATION

*Full implementation of this principle requires the following:* The state requires that a student who is unable to demonstrate sufficient reading skills on the state test-based options provided – and does not meet a good cause exemption – be retained.

## 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 3<sup>rd</sup> 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

*Full implementation of this principle requires the following:* The state offers 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.

## 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](#))

## 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

*Full implementation of this principle requires the following:* The state allows 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. Intensive interventions are required to continue in 4<sup>th</sup> grade for students promoted for good cause.

## 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 4<sup>th</sup> 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 4<sup>th</sup> 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.

