



# Early Literacy Matters

## State-by-State Policy Implementation Report

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






**MO**

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

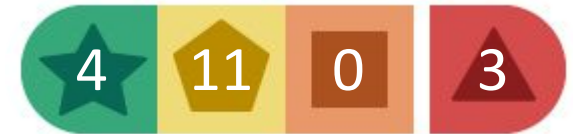
The purpose of this document is to provide an analysis of states' implementation of K–3 reading policies aligned to ExcelinEd's [fundamental principles](#) of an early literacy policy. It builds on an analysis of states' adoption of statutes and regulations establishing requirements for each component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

15 out of 18



### STATE POLICY ADOPTION REFERENCE MATERIALS

- [RsMO 167.268 Policy for reading success plans](#)
- [RsMO 167.645 Reading assessments required](#)
- [RsMO 170.014 Reading instruction act](#)
- [Missouri DESE, DESE's Literacy Initiatives & Efforts](#)
- [Missouri DESE, State Literacy Plan](#)

# 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:**

- Missouri HAS provided funding for educators to participate in LETRS training. ([Missouri DESE, DESE’s Literacy Initiative & Efforts](#))
- Missouri DOES provide information on professional development related to literacy and English language arts. ([Missouri DESE, English Language Arts: Professional Development](#))
- Missouri [policy](#) DOES require districts to provide professional development opportunities to educators to enhance their skills in order to respond to “children’s unique reading issues and needs.”
- Missouri DOES provide administrator training through the state’s [Regional Professional Development Centers](#) that is aligned to the science of reading, including LETRS for administrators.
- Missouri DOES require LEAs to make certain assurances when applying for reimbursements that are available for participating in the evidence-based reading instruction program, including an assurance that the LEA will commit to training all K–3 classroom teachers in LETRS training. ([Missouri DESE, Evidence-Based Reading Instruction Program-State, 2023–24](#))

## CONSIDERATION(S) FOR STRENGTHENING POLICY

- Missouri should adopt science of reading training that is required of all K–3 teachers and administrators.

# Literacy Coaches



## IMPLEMENTATION LEVEL

### PARTIAL IMPLEMENTATION

Literacy coaches are present in policy and trained in the science of reading, and they may provide job-embedded professional development and coaching to K–3 teachers based on student data or other models.

## EVIDENCE/GUIDANCE

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

- Missouri DOES provide for literacy coaches through local Regional Professional Development Centers who receive training in all state-approved instructional materials. ([Missouri DESE, Literacy Initiatives Frequently Asked Questions \(FAQ\)](#))
- Missouri DOES provide literacy support staff through Regional Professional Development Centers. ([Missouri DESE, Literacy Initiatives Frequently Asked Questions \(FAQ\)](#))
- Missouri DOES provide Regional Professional Development Centers literacy coaches to support LEAs in implementing assessments and analyzing data. ([Missouri DESE, Literacy Initiatives Frequently Asked Questions \(FAQ\)](#))

## CONSIDERATION(S) FOR STRENGTHENING POLICY

- Missouri 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:

- Missouri DOES have standards for teacher preparation programs that are aligned to the science of reading. ([NCTQ, Missouri Summary 2023](#))
- Missouri [policy](#) DOES require EPP coursework for teacher education programs in early childhood, K–5 elementary teacher certification, and all reading and special education certificates to be aligned to the science of reading; and include identification of reading deficiencies, dyslexia, and other language difficulties; and the administration and interpretation of assessments.
- Missouri DOES allow EPP faculty to participate in LETRS training. There are currently 114 EPP faculty taking advantage of this opportunity. (See also [Missouri DESE, Missouri Educator Preparation Literacy Initiatives](#))

#### NOTEWORTHY

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

- Missouri's certification requirements for [Literacy Specialists](#) has been updated with competencies that align to the science of reading.

#### CONSIDERATION(S) FOR STRENGTHENING POLICY

- Missouri should expand policy to require that educator preparation program coursework prohibits the use of course materials that include three-cueing instructional strategies.

# 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:**

- Missouri DOES require education candidates to pass a science of reading aligned assessment to obtain teacher licensure: Praxis Teaching Reading 7002. ([Missouri DESE, Missouri Educator Preparation Literacy Initiatives](#); [NCTQ, Missouri 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

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:

- Missouri DOES provide direct funding specifically to support state and/or local implementation of early literacy fundamental principles. These include:
  - Funding for the Missouri Read, Lead, Exceed Initiative [\$18.5 million in FY26 Education Budget]
  - Funding for the Evidence-Based Reading Instructional Program, which reimburses LEA costs for evidence-based reading instruction materials, resources, and support services

## CONSIDERATION(S) FOR STRENGTHENING POLICY

- Missouri 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:

- Missouri HAS created a list of state-approved K–3 reading assessments. ([Missouri DESE, K–3 Foundational Reading Assessment State Approved List](#))
- Missouri DOES require the assessments to be administered two times per year (beginning of the year and end of the year assessments). ([Missouri DESE, K–3 Foundational Reading Assessment State Approved List](#))
- Missouri DOES monitor administration of the universal reading screeners, as assessment vendors report results to DESE in a secured format. ([Missouri DESE, K–3 Foundational Reading Assessment State Approved List](#))

## CONSIDERATION(S) FOR STRENGTHENING POLICY

- Missouri should expand policy to require districts to administer the reading screeners *three times per year* to identify students at risk for reading failure



# Screeners for Characteristics of Dyslexia



## IMPLEMENTATION LEVEL

### PARTIAL IMPLEMENTATION

Missouri has established a list of screeners, not approved by the state, for characteristics of dyslexia. These must be administered at least twice in Kindergarten and at least three times in 1<sup>st</sup>–3<sup>rd</sup> grade.

## EVIDENCE/GUIDANCE

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

- Missouri DOES require schools to conduct dyslexia screenings for students. ([Missouri DESE, LEA Guidance for Serving Students At-Risk for Dyslexia](#))
- Missouri DOES require schools to screen students within the first 30 days of the school year for 1<sup>st</sup>–3<sup>rd</sup> grade, with follow up at the middle and end of the year for progress; in the fall of Kindergarten and at the end of the year for systematic documentation and progress monitoring. ([Missouri DESE, LEA Guidance for Serving Students At-Risk for Dyslexia](#))
- Missouri HAS created a [list](#) of screeners for dyslexia that schools may choose from; however, the state cautions that this is not an inclusive nor a recommended list of screeners or programs.
- Missouri DOES give LEAs discretion as to which screening and diagnostic tools are used relating to dyslexia. ([Missouri DESE, LEA Guidance for Serving Students At-Risk for Dyslexia](#))
- Missouri DOES provide guidance to LEAs for serving students identified as having characteristics of dyslexia. ([Missouri DESE, LEA Guidance for Serving Students At-Risk for Dyslexia](#); [Missouri DESE, Grades K–5 Reading Success Plan Guidance for Missouri School Districts, Revised 2025](#); [Grades 6–12 Reading Success Plan Guidance for Missouri School Districts, Revised 2025](#))

# Screeners for Characteristics of Dyslexia

**CONTINUED**

## IMPLEMENTATION LEVEL

### PARTIAL IMPLEMENTATION

#### EVIDENCE/GUIDANCE (CONTINUED)

- Missouri DOES collect data on student screening information for Kindergarten–3<sup>rd</sup> grade. ([Missouri DESE, Dyslexia Data Collection](#))
- Missouri DOES allow schools to use the [state-approved K–3 Reading Assessment list](#) to satisfy the policy requirements for dyslexia screening, as all approved vendors on Missouri’s list have a universal dyslexia screening tool.
- Missouri DOES require parental notification of dyslexia screeners and provides sample letters for schools to use for this communication. ([Missouri DESE, LEA Guidance for Serving Students At-Risk for Dyslexia](#))

#### CONSIDERATION(S) FOR STRENGTHENING POLICY

- Missouri should approve a screener for characteristics of dyslexia that *assesses the following skills*, as developmentally appropriate: phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, rapid naming, encoding, and oral reading fluency.



# Parental Notification



## IMPLEMENTATION LEVEL

### PARTIAL IMPLEMENTATION

States require parental notification of students identified with reading difficulties based on the state-approved universal reading screener and/or dyslexia screener results. Timeline and frequency of parental notification may vary.

## EVIDENCE/GUIDANCE

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

- Missouri DOES require schools to notify parents of any student with a Reading Success Plan at least annually in writing, which includes providing parents information on the current services provided, proposed intensive interventions, and information and strategies for helping the student at home succeed in reading proficiency. ([Missouri DESE, RSP Implementation Checklist](#); [Missouri DESE, Grades K–5 Reading Success Plan Guidance for Missouri School Districts, Revised 2025](#); [Missouri DESE, Grades 6–12 Reading Success Plan Guidance for Missouri School Districts, Revised 2025](#))
- Missouri DOES require ongoing, regular updates to parents at least four times per year regarding results of interventions and student progress. ([Missouri DESE, RSP Implementation Checklist](#); [Missouri DESE, Grades K–5 Reading Success Plan Guidance for Missouri School Districts, Revised 2025](#); [Missouri DESE, Grades 6–12 Reading Success Plan Guidance for Missouri School Districts, Revised 2025](#))

## RESOURCES

- [Missouri DESE, Sample RSP Parent Letters](#)

## CONSIDERATION(S) FOR STRENGTHENING POLICY

- Missouri should require parental notification within 30 days of identification of a reading deficiency.

# 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:**

- Missouri DOES require all reading programs to be aligned to evidence-based reading instruction that is aligned to the science of reading. ([Missouri DESE, Literacy Initiatives Frequently Asked Questions](#))
- Missouri HAS published a [list of state-approved materials](#) to serve as examples of evidence-based reading instruction materials that are aligned with the science of reading. (See also [Missouri DESE, Literacy Initiatives Frequently Asked Questions](#))

#### NOTEWORTHY

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

- LEAs may be eligible to request reimbursement for the Evidence-Based Reading Instructional Materials Program for reading instructional materials that are chosen from the approved list. ([Missouri DESE, Evidence-Based Reading Instructional Materials](#); [Missouri DESE, State-Approved Instructional Materials Contact Information](#))

#### CONSIDERATION(S) FOR STRENGTHENING POLICY

- Missouri should require districts to post their adopted materials on the district website.

# Elimination of Three-Cueing Instructional Materials



## IMPLEMENTATION LEVEL

### PARTIAL IMPLEMENTATION

The state discourages the use of instructional materials that include the three-cueing systems model for teaching word reading and provides guidance and resources for districts to evaluate their own materials.

## EVIDENCE/GUIDANCE

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

- Missouri HAS adopted a [policy](#) that states literacy instruction “shall not rely *primarily* on strategies based on the three-cueing system model of reading or visual memory.”
- Missouri’s process for approving high-quality instructional materials DID include the requirement that materials not include three-cueing. ([Missouri DESE, Literacy Initiatives Frequently Asked Questions \(FAQ\)](#))

## CONSIDERATION(S) FOR STRENGTHENING POLICY

- Missouri should amend policy to clearly prohibit the use of three-cueing instructional strategies in reading instruction.

# 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:**

- Missouri DOES require schools to create a Reading Success Plan for students who are identified as having a reading deficiency. ([Missouri DESE, Literacy Initiatives Frequently Asked Questions](#); [Missouri DESE, Grades K–5 Reading Success Plan Guidance for Missouri School Districts, Revised 2025](#); [Missouri DESE, Grades 6–12 Reading Success Plan Guidance for Missouri School Districts, Revised 2025](#))
- Schools must assess students within the first 30 days of schools. A Reading Success Plan, if needed, must be developed by the end of the first quarter. ([Missouri DESE, Grades K–5 Reading Success Plan Guidance for Missouri School Districts, Revised 2025](#); [Missouri DESE, Grades 6–12 Reading Success Plan Guidance for Missouri School Districts, Revised 2025](#))
- Missouri DOES require schools to inform parents in writing of students who receive a Reading Success Plan. ([Missouri DESE, Literacy Initiatives Frequently Asked Questions](#))
- Missouri DOES require student-level Reading Success Plan data to be reported to DESE. ([Memo: OCCR-24-006 – K–3 Foundational Reading Assessment State Approved List \(2024\)](#); [Missouri DESE, Grades K–5 Reading Success Plan Guidance for Missouri School Districts, Revised 2025](#); [Missouri DESE, Grades 6–12 Reading Success Plan Guidance for Missouri School Districts, Revised 2025](#))

# Individual Reading Plans

**CONTINUED**

## IMPLEMENTATION LEVEL

### PARTIAL IMPLEMENTATION

#### NOTEWORTHY

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

- Missouri [policy](#) DOES provide that a student on a Reading Success Plan will continue on the plan beyond grade 3 if they do not meet the exit criteria. These plans remain in place until the student qualifies to exit.

#### RESOURCES

- [Missouri DESE, RSP Implementation Checklist](#)
- [Missouri DESE, RSP Template](#)
- [Missouri DESE, Sample RSP Parent Letters](#)

#### CONSIDERATION(S) FOR STRENGTHENING POLICY

- Missouri should expand policy to require schools to create Reading Success Plans for students within 30 days of identification of a reading deficiency.

# Regularly Monitor Student Progress



## IMPLEMENTATION LEVEL

### FULL IMPLEMENTATION

Missouri does require 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. However, Missouri does not administer the universal reading screener three times per year in Kindergarten–3<sup>rd</sup> grade.

## EVIDENCE/GUIDANCE

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

- Missouri DOES require schools to establish a plan to monitor and evaluate progress on goals and objectives in students' Reading Success Plans. ([Missouri DESE, RSP Implementation Checklist](#))
- Missouri DOES require teachers to revise interventions for students based on data. ([Missouri DESE, RSP Implementation Checklist](#))
- Missouri DOES provide for a multi-tiered system of supports to monitor student progress. ([Missouri DESE, Multi-Tiered Systems of Support](#))

## CONSIDERATION(S) FOR STRENGTHENING POLICY

- Missouri should expand policy to require administration of the universal reading screener three times per year in Kindergarten–3<sup>rd</sup> grade. The data that is produced from these screeners will then be effective in informing instruction and interventions as needed and in a timely manner.

# Evidence-Based Interventions



## IMPLEMENTATION LEVEL

### FULL IMPLEMENTATION

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:**

- Missouri DOES require schools to provide evidence-based interventions to students who have a Reading Success Plan. ([Missouri DESE, RSP Implementation Checklist](#))
- Missouri HAS created a list of state-approved instructional materials grounded in the science of reading, which includes supplemental/intervention materials. ([Missouri DESE, State-Approved Instructional Materials Contact Information](#))
- Missouri DOES allow for interventions to include small group or individual instruction, reduced teacher-student ratios, more frequent progress monitoring, tutoring or mentoring, extended school day, week, or year, and summer reading programs. ([Missouri DESE, RSP Implementation Checklist](#))

#### CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.

# Summer Reading Camps



## IMPLEMENTATION LEVEL

### PRINCIPLE NOT ADOPTED

The state repealed policy that required 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:

- Missouri [policy](#) DOES allow, but does not require, districts to offer summer reading programs for students who exhibit a substantial deficiency in reading.

## CONSIDERATION(S) FOR STRENGTHENING POLICY

- Missouri should require districts to offer summer reading camps to all rising 1<sup>st</sup>-4<sup>th</sup> grade students at risk of reading failure, that includes staff that are all trained in the science of reading.

# Parent Read-At-Home Plan



## IMPLEMENTATION LEVEL

### FULL IMPLEMENTATION

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:**

- Missouri DOES require schools to suggest read-at-home plans for parents as part of the student's Reading Success Plan. ([Missouri DESE, Literacy Initiatives Frequently Asked Questions](#); [Missouri DESE, Grades K–5 Reading Success Plan Guidance for Missouri School Districts, Revised 2025](#); [Missouri DESE, Grades 6–12 Reading Success Plan Guidance for Missouri School Districts, Revised 2025](#))
- Missouri DOES provide for a “Family Component” within the Reading Success Plan template, which allows educators to provide information on at-home guidance and strategies. ([Missouri DESE, RSP Template](#))

## CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.

## 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:

- Missouri [policy](#) DOES require a student to be retained, if it is determined to be appropriate by a student's parent or guardian and appropriate school staff, after considering all relevant factors, including the reading deficiency, the student's progress in other subject areas, and the student's overall intellectual, physical, emotional, and social development.

### CONSIDERATION(S) FOR STRENGTHENING POLICY

- Missouri 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

### PARTIAL IMPLEMENTATION

The state allows the school-based team, in consultation with the parent, to determine the student's promotion to 4<sup>th</sup> grade or 3<sup>rd</sup> grade retention. Students may also be promoted if they attend a summer reading program.

## EVIDENCE/GUIDANCE

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

- Missouri [policy](#) DOES require a student to be retained, if it is determined to be appropriate by a student's parent or guardian and appropriate school staff, after considering all relevant factors, including the reading deficiency, the student's progress in other subject areas, and the student's overall intellectual, physical, emotional, and social development.

## CONSIDERATION(S) FOR STRENGTHENING POLICY

- Missouri 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:

- Missouri DOES NOT provide for retention of a student who is unable to demonstrate sufficient reading skills on the state test-based options provided and therefore does not provide for specific good cause exemptions for promotion to 4<sup>th</sup> grade.

## CONSIDERATION(S) FOR STRENGTHENING POLICY

- Missouri 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.
- Missouri should further require intensive interventions to continue in 4<sup>th</sup> grade for students promoted for good cause.

