



# Early Literacy Matters

## State-by-State Policy Implementation Report

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






**NC**

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 the North Carolina'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

18 out of 18



### STATE POLICY ADOPTION REFERENCE MATERIALS

- [N.C General Statutes 115C-83.1, et al. Read to Achieve Program](#)
- [NCDPI, Grade 3 Read to Achieve \(RtA\)](#)
- [NCDPI, Science of Reading](#)

# Science of Reading (SOR) Training



## IMPLEMENTATION LEVEL

### FULL IMPLEMENTATION: Above & Beyond

State-adopted science of reading training is required for all K–3 teachers and administrators, and an implementation plan for rollout is clearly communicated to all educators.

## EVIDENCE/GUIDANCE

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

- North Carolina DOES offer science of reading training through Lexia LETRS. ([NCDPI Sustainability Guide \(May 2025\)](#))
- North Carolina ENFORCES the requirement that districts adopt literacy intervention plans through Department review of all LEA plans and approval of literacy interventions. ([2025–26 Comprehensive Plan for Reading Achievement](#))
- North Carolina HAS adopted science of reading training for K–3 teachers through [Lexia LETRS](#) which provides all early childhood educators, PreKindergarten–5<sup>th</sup> grade teachers, with professional development based on the science of reading.
- North Carolina HAS adopted science of reading training for K–3 administrators through [Lexia LETRS](#) which provides all PreKindergarten–5<sup>th</sup> grade administrators with professional development based on the science of reading.
- North Carolina DOES support district and school administrators by offering Literacy for Leaders training, which takes a deeper dive into literacy.
- North Carolina DID enforce the requirement that all K–3 teachers meet state-adopted science of reading training requirement through a [cohort implementation schedule](#) for the 2021 through 2025 school years to ensure all educators and administrators participated in the training.
- North Carolina DOES have an implementation plan for learning, implementation, change, and outcomes for LETRS training for educators, coaches, and administrators, beginning in 2021 through the 2026–2027 school year. (See [NCDPI. 2025–26 Comprehensive Plan for Reading Achievement](#))
- North Carolina DOES have an [implementation guide](#) to provide a guiding framework with regard to the implementation of LETRS to ensure training, implementation information, practices, and resources are consistently accessible across the state.

# Science of Reading (SOR) Training

**CONTINUED**

## IMPLEMENTATION LEVEL

### FULL IMPLEMENTATION: Above & Beyond

#### NOTEWORTHY

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

- [Operation Polaris](#) included Literacy as a priority as follows: “To equip all Pre-K through fifth grade teachers, literacy coaches, and administrators with early literacy instruction methods grounded in the body of research known as the ‘science of reading’ to ensure all children are reading to learn before the fourth grade.”
- The [Operation Polaris 2.0](#) document notes that after the state created the literacy intervention plan template and implementation process, 100% of school districts submitted drafts in March 2022 for NCDPI’s review and feedback – since then, 100% of districts have submitted an annual literacy intervention plan for review.
- The new State Superintendent, Maurice “Mo” Green, has built upon Operation Polaris with his [2025–2030 strategic plan](#). Pillar 1 – Ignite Early Learning – continues to focus on high-impact literacy practices.
- [Program Report Code 085 funds](#) are provided to all districts to support science of reading training to ensure that new teachers did not have a lapse in training on science of reading.

#### RESOURCES

- [NCDPI, Science of Reading](#)
- [NCDPI, Early Literacy](#)
- [NCDPI, LETRS, District Support Planning Document](#)
- [Recommendations of the North Carolina State Board of Education Literacy Task Force \(2020\)](#)

#### CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.

# 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:

- Coaches ARE trained in science of reading and the initial state contract with LETRS provided funding for science of reading training for [one instructional coach](#) per elementary school and the Office of Early Learning Education Consultants provide monthly regional support sessions to [support professional development](#) for coaches, including professional learning relating to the science of reading.
- Coaches ARE providing job-embedded professional development and coaching to K–3 teachers, as the primary role of the “school literacy lead” is to work with educators to implement evidence-based literacy practices, provide data analysis support, and encourage reflective practice. ([NCDPI, NC Literacy Coaching: A Partnership Approach](#))

## NOTEWORTHY

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

- North Carolina’s partnership approach to literacy coaching includes an early literacy specialist position which serves as a liaison within district and school leadership teams providing ongoing systems coaching and data-driven professional learning. ([NCDPI, NC Literacy Coaching: A Partnership Approach](#))

## CONSIDERATION(S) FOR STRENGTHENING POLICY

- North Carolina 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:**

- EPPs DO require coursework aligned to science of reading. ([NCTQ, North Carolina Summary 2023](#))
- Required coursework mandates DO extend to elementary education and special education candidates.
- North Carolina [policy](#) REQUIRES educator preparation programs to include instruction in evidence-based assessment and diagnosis of specific areas of difficulty with reading development and of reading deficiencies.
- North Carolina [policy](#) DOES prohibit the use of a three-cueing system, or a curriculum with visual memory as the primary basis for teaching word recognition to students in Kindergarten–3<sup>rd</sup> grade, in EPP coursework.

## RESOURCES

- [UNC System Literacy Framework Development Initiative](#)

## 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:**

- North Carolina DOES require elementary education candidates to pass a science of reading aligned assessment to obtain teacher licensure: Foundations of Reading. ([NCTQ, North Carolina Summary 2023](#); [NCTQ, False Assurances: Many states’ licensure tests don’t signal whether elementary teachers understand reading instruction \(Nov. 2023\)](#))

## RESOURCES

- [North Carolina, Licensure Assessments](#)
- [How to Read Your North Carolina Score Report](#)
- [NCDPI, EPP Dashboard](#)

## 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:**

- North Carolina DOES direct funding specifically to support state and/or local implementation of SOME early literacy fundamental principles. These include:
  - Funding for literacy coaches (literacy specialists) (See [2023 Appropriations Bill](#))
  - Bonus pay for reading teachers (2022 Budget)
  - LETRS professional development for all current educators in the state
  - Funding for literacy intervention, science of reading professional development, and for 3<sup>rd</sup> grade students who have been retained twice for supplemental tutoring in evidence-based reading services ([Literacy Intervention \(PRC 085\)](#))

## CONSIDERATION(S) FOR STRENGTHENING POLICY

- North Carolina 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:**

- North Carolina DOES monitor district adoption of a universal reading screener, mCLASS – [Amplify](#) is the vendor for the North Carolina K–3 formative and diagnostic reading assessment. (See [2025–26 Comprehensive Plan for Reading Achievement](#))
- North Carolina DOES require assessments to be administered three times per year, at the beginning, middle, and end of the year, and the state provides benchmark cut scores for each grade for each assessment. ([2025–26 Comprehensive Plan for Reading Achievement](#))
- North Carolina DOES monitor districts’ use of screeners to identify students at risk of reading failure through Amplify’s automated scoring, which allows teachers to receive instant targeted instructional recommendations. (See [Amplify, Classroom Reports for Teachers \(NC\)](#); see also [2025–26 Comprehensive Plan for Reading Achievement](#))

#### RESOURCES

- [Fillable NC Literacy Intervention Plan Template](#)
- [NCDPI, RtA Diagnostic \(Amplify\) FAQs](#)

#### CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.

# Screeners for Characteristics of Dyslexia



## IMPLEMENTATION LEVEL

### PARTIAL IMPLEMENTATION

A state-approved screener for characteristics of dyslexia assesses the following skills as developmentally appropriate: phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, rapid naming, encoding, and oral reading fluency. The screener is administered only to students who are flagged as at risk on the universal reading screener or upon teacher or parent request.

## EVIDENCE/GUIDANCE

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

- North Carolina HAS approved a screener for characteristics of dyslexia – mCLASS, the integrated literacy system through Amplify that North Carolina uses, includes screening for the risk of dyslexia. Districts also have the option to select another tool. ([NCDPI, Office of early Learning & Office of Exceptional Children – Dyslexia Screeners Information](#))
- North Carolina’s approved reading screener, which includes the assessment for characteristics of dyslexia, DOES assess the following identified skills: letter naming fluency, phonemic segmentation fluency, nonsense word fluency, word reading fluency, oral reading fluency, MAZE (Basic Comprehension), oral language; and vocabulary. mCLASS RAN and mCLASS spelling may be included in the fall and spring screener administrations to meet dyslexia screening guidance. ([NCDPI, Office of early Learning & Office of Exceptional Children – Dyslexia Screeners Information](#); see also [2025–26 Comprehensive Plan for Reading Achievement](#))

## RESOURCES

- [Dyslexia Topic Brief \(2019\)](#)
- [NCDPI. RtA Diagnostic \(Amplify\) FAQs](#)

## CONSIDERATION(S) FOR STRENGTHENING POLICY

- North Carolina should require that all districts administer a state approved dyslexia screener to all students at the end of Kindergarten and the beginning of 1<sup>st</sup> and 2<sup>nd</sup> grade.



# 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:

- North Carolina DOES require parental notification when a student is identified with reading difficulties and parent notification letters are documented in [Individual Reading Plans](#).
- North Carolina DOES provide guidance relating to different options for parent/guardian notification, depending on the types of intervention the student may be receiving. ([NCDPI, Office of Early Learning, IRP Parent Notification Clarification](#))

## CONSIDERATION(S) FOR STRENGTHENING POLICY

- North Carolina should require parental notification of students identified with reading difficulties within 30 days of each administration of a 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:**

- North Carolina DOES provide guidance and resources to support the identification and selection of HQIM aligned to science of reading and state standards through the [North Carolina Science of Reading Alignment Tool](#). (See also [NCDPI, North Carolina Science of Reading Alignment Tool Guidebook](#))
- North Carolina DOES monitor district compliance with adoption of HQIM aligned to science of reading and state standards through the [NC Literacy Intervention Plan](#) which requires districts to submit information on the curriculum that will be used for each grade and each element of the science of reading. Each district’s Literacy Intervention Plan is shared statewide through the annual legislative report.
- North Carolina [policy](#) DOES require governing bodies of public schools to establish policies that include a procedure for parents to learn about their child’s course of study, which provides a process for parents to inspect and review all textbooks and supplementary instructional materials.

#### CONSIDERATION(S) FOR STRENGTHENING POLICY

- North Carolina should create a vetted and approved list of high-quality instructional materials that are aligned to the science of reading and state standards from which districts can choose.
- North Carolina should ensure that all districts are posting adopted materials on the district website by including this requirement within the Literacy Intervention Plan.



# 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:**

- North Carolina [policy](#) DOES prohibit the use of all instructional materials that include the three-cueing systems model for teaching word reading.
- North Carolina DOES through guidance, training, or other avenues, discourage the use of instructional materials that include three-cueing. (See [The Trouble with the 3 Cueing System \(guided notes and references\)](#))
- North Carolina HAS created a [Science of Reading Alignment](#) tool for districts to use as they assess curriculum and resource alignment. (See also [North Carolina Science of Reading Alignment Tool Guidebook](#))

### 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 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:

- North Carolina [policy](#) DOES require schools to develop and implement an individual reading plan for students who are identified as having a reading deficiency, which may be created using a state-provided template.

### RESOURCES

- [NCDPI, Fillable Individual Reading Plan](#)
- [NCDPI, Individual Reading Plan/MTSS Alignment Checklist](#)

### CONSIDERATION(S) FOR STRENGTHENING POLICY

- North Carolina should require schools to develop and implement an individual reading plan for students within 30 days of receiving screening results.
- North Carolina should establish a timeline for parent notification of the creation of an individual reading 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:**

- North Carolina REQUIRES district/school monitoring of students' progress within a MTSS through the [Individual Reading Plans](#).
- North Carolina DOES provide guidance and/or assistance on different tools that may be used for monitoring through the [NC Literacy Interventions Guiding Document](#).
- North Carolina DOES gather information evidencing local documentation and use of data on students' progress. North Carolina's reading assessment provides [detailed reports](#) on students' reading development, and through classroom and individual reports and through the state's [Literacy Intervention Plan template](#), it is clear districts must report on their data analysis plan, including whether school-level teams facilitate progress monitoring and analyze data.

## RESOURCES

- [NCDPI, Multi-Tiered System of Support, Data Decision Rules](#)

## CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.

# 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:**

- North Carolina DOES monitor districts' adoption and use of evidence-based science of reading interventions in targeting student supports as districts must submit information on evidence-based science of reading interventions through their [Literacy Intervention Plan](#).
- North Carolina DOES gather information on the provision of interventions – before, during, or after school – through the [Literacy Intervention Plan](#).
- North Carolina DOES monitor compliance with district's selection of interventions from a vetted and approved list – through the [Literacy Intervention Plan](#), districts must provide information on the district choice and school choice intervention curriculum and recommended group size, as well as information on any district created intervention resources.

#### RESOURCES

- [NCDPI, Selecting Evidence-Based Instruction and Intervention](#)
- [NCDPI, Office of Early Learning, NC Literacy Interventions Guiding Document](#)

#### CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.

# Summer Reading Camps



## IMPLEMENTATION LEVEL

### FULL IMPLEMENTATION

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:**

- North Carolina DOES require districts to offer summer reading camps and districts must submit information on their offerings as part of the [Literacy Intervention Plan](#).
- North Carolina DOES require districts to use only staff trained in the science of reading for summer reading camps and educators must meet certain criteria, based on high-quality standards, which includes specialized knowledge in the science of reading and professional development must be provided in research-based instructional practices. ([NCDPI, Office of Early Learning, NC Reading Camp Guiding Document](#))

## CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.

# 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:**

- North Carolina DOES provide online resources to parents to support reading at home through NCDPI’s [Science of Reading](#) and [Literacy at Home](#) webpages.
- North Carolina DOES encourage districts to provide such resources –NCDPI’s [Science of Reading](#) page specifies that Literacy at Home must be posted prominently on each district website.
- North Carolina DOES evaluate resources provided to parents for alignment with science of reading and ensures that resources listed on the [Literacy At Home: Digital Children’s Reading Initiative](#) page include resources for all grade levels that are aligned with the science of reading.
- Strategies for parents ARE included in the Individual Reading Plan.

#### RESOURCES

- [2025–26 Comprehensive Plan for Reading Achievement](#)

#### CONSIDERATION(S) FOR STRENGTHENING POLICY

- North Carolina should require schools to provide parents with targeted read-at-home plans as soon as the student is identified with a reading deficiency.



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



## IMPLEMENTATION LEVEL

### FULL IMPLEMENTATION

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:

- North Carolina REQUIRES students to be retained in 3<sup>rd</sup> grade if they are unable to demonstrate sufficient reading skills on the state test-based options provided. (See [NCDPI, Read to Achieve North Carolina Test Specifications](#))

## RESOURCES

- [NCDPI, Grade 3 Student Reading Portfolio Implementation Guide 2022–23](#)
- [NCDPI, Office of Early Learning, NC Literacy Interventions Guiding Document](#)
- [NCDPI, Read to Achieve Frequently Asked Questions](#)

## CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.

# Multiple Options for Promotion



## IMPLEMENTATION LEVEL

### FULL IMPLEMENTATION

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:

- North Carolina DOES offer at least three pathways for promotion to 4<sup>th</sup> grade. ([NCDPI, Grade 3 Student Reading Portfolio Implementation Guide 2022–23](#)) Students in the state may satisfy the requirements of the Read to Achieve law through several options, including:
  - Achieving a certain level on the beginning-of-grade 3 reading test
  - Passing the retest of the end-of-grade reading test at 3<sup>rd</sup> grade
  - Passing the locally determined alternative assessment
  - Successfully completing a 3<sup>rd</sup> grade student reading portfolio

## CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.

# Good Cause Exemptions for Some Students



## IMPLEMENTATION LEVEL

### FULL IMPLEMENTATION

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:

- North Carolina DOES allow specific good cause exemptions for promotion to 4<sup>th</sup> grade. The state’s [2025–26 Comprehensive Plan for Reading Achievement](#) document specifies that for students to get a 3<sup>rd</sup> grade “good cause” retention exemption by the Superintendent, teachers must submit documentation for exemption and evidence that promotion is appropriate to the principal. Further, the state provides for good cause exemptions for limited English Proficient students, students with disabilities, as well as others.
- North Carolina REQUIRES intensive interventions to continue in 4<sup>th</sup> grade for students promoted for good cause. [Guidance documents](#) specify that 4<sup>th</sup> grade students who are promoted for good cause are still eligible to participate in reading camps and receive literacy interventions appropriate for their age and reading level.

## CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.

