



ESSD LITERACY HANDBOOK

GUIDANCE FOR
TEACHERS, SUPPORT
FOR STUDENTS

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**ESSD 40 Literacy Handbook Purpose:**

The purpose of the ESSD Literacy Plan is to focus efforts and guide our work to cultivate and strengthen literacy skills for all students in Excelsior Springs 40. Furthermore, the Literacy Handbook will guide ongoing decisions about instruction, programming, and support. It is comprehensive and intended for teachers, administrators, and coaches. to build a shared knowledge base and vision for the implementation of literacy instruction and serve as a foundation for each school's action plan for improvement in literacy.

Literacy is essential to success; literacy is the key to opportunity and a necessary skill for all ESSD students. The district literacy plan embodies the ever-increasing breadth and depth of what it means to be literate and reflects the reality of twenty-first-century change in guiding students' learning. Over the last two years, our elementary schools have undergone significant changes in our K-5 literacy curriculum. By the end of the 2023-2024 school year, all elementary teachers (K-3), elementary special education teachers, and Title teachers will be fully certified in LETRS. It is because of these changes in the complexity and wide range of literacies that the Literacy Handbook was created, providing stakeholders with updated research and pedagogy.

This document serves as a companion piece to the Missouri Literacy Plan (put the date here), developed by the Missouri Department of Elementary and Secondary Education (DESE) Let this handbook be a guide as you facilitate the literacy development of your students.

ESSD Literacy Philosophy

Learning to read is a multi-faceted and sometimes messy process. Our goal is to cultivate and strengthen literacy skills by meeting students where they are to prepare them for their next level of learning. Ample experiences in reading, writing, listening, and speaking for all students foster self-directed and lifelong learners.

ESSD Literacy Beliefs

- Schools and families are partners in the literacy development of all learners.
- All learners have equal access to a variety of high-interest, and relevant texts to read.
- Literacy leads to a lifetime of critical thinking.
- Educators need high-quality, research-based professional development centering around literacy best practices to best meet the needs of all learners.
- Students need complex, grade-level texts to build background knowledge and vocabulary.
- We believe in continual assessment, both formal and informal, should inform instruction so that intervention and enrichment can address student needs.



The Science of Reading

The science of reading is a body of research that investigates how children learn to read and what instructional approaches are most effective.

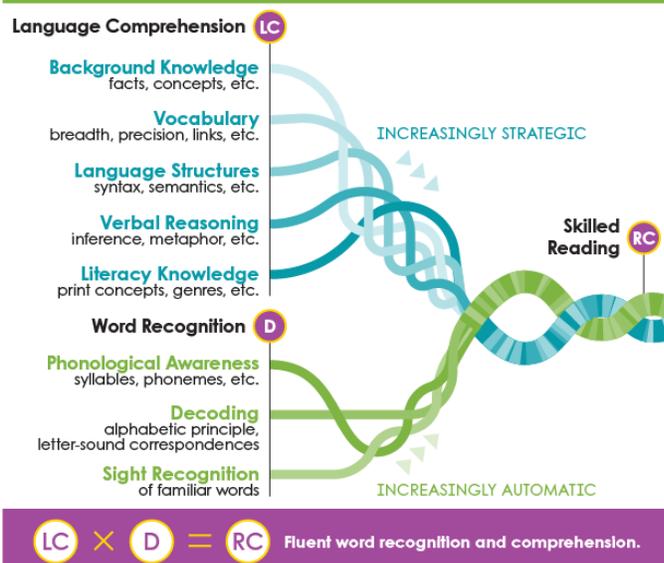
The science of reading is the converging evidence of what matters and what works in literacy instruction, organized around models that describe how and why. An important model in early reading research is the simple view of reading. It says that reading comprehension (RC) is the product of decoding (D) and language comprehension (LC), or $RC = D \times LC$.

RC = D x LC

Learning to read for understanding requires sounding out and recognizing words—decoding—but it also requires making meaning of the words and sentences we hear—language comprehension. While taking a microscope to any one aspect of reading reveals more complexity, the simple view continues to be supported as a strong core model in reading development, as it has been for decades.

Scarborough's Rope (below) captures the complexity of learning to read. Scarborough's Reading Rope is made up of lower and upper strands. When all these parts intertwine it results in skilled and accurate, fluent reading with strong comprehension.

Scarborough's Reading Rope



This interpretation of the Reading Rope incorporates Gough & Tunmer's (1986) Simple View of Reading.



Research is clear about what matters to teach in early literacy instruction: phonological awareness, phonics and word recognition, fluency, vocabulary and oral language comprehension, and text comprehension. For each of these, a convergence of evidence tells us what works, in practice.

- Phonological awareness: Teach students to recognize and manipulate the sounds within words. Move from syllables to the individual sounds, or phonemes. Explicitly connect phonemes to letters to more effectively support word decoding.
- Phonics and word recognition: Teach letter sounds and sound-spelling patterns explicitly and systematically. Practices that include both reading and writing of words in isolation and in text are most supportive of taught phonics.
- Fluency: Include frequent chances for students to read and re-read orally from connected text—sentences, paragraphs, and passages. Focus on the development of both automatic word recognition and fluent expression, keeping an understanding of the text as the central goal.
- Vocabulary and oral language comprehension: Include high-quality, language-rich interactions in instruction. With read-aloud texts, unpack academic and inferential language. Explicitly build students' recognition of shared morphemes (e.g., root words, affixes) across words, both in oral and written language.
- Text comprehension: Even before young students can read on their own, teach from rich texts via read-aloud and scaffolded reading. Teach students to use metacognitive strategies like setting a purpose, monitoring for meaning, and building inferences while reading. Discuss texts, including focusing on their organizational structures.



Components of the Missouri State Literacy Plan:

The most current research on literacy has been used to develop the state literacy plan which includes the following components. Each component, necessary for the literacy development of all children educated in the Missouri school system, is interwoven to create a full picture of literacy education in Missouri. This plan explains the key components and encourages a systemic and synchronized approach that includes state, district, and community involvement.

Leadership and Sustainability

Leadership is a key component in any literacy initiative. Several stakeholders may be involved within this component, including state leaders (DESE), district and building administration, and instructional staff working collaboratively to ensure a common set of values and beliefs guide literacy instruction for all students.

Standards-based Curriculum

The foundation of any literacy plan, whether at the state, district, building, or classroom level, is a standards-based curriculum. A standards-based curriculum provides the content and expectations for all students to be successful in college, other post-secondary training, and careers. A strong, standards-based curriculum ensures students, teachers, administrators, and parents of a rigorous and intentional curriculum aligned to the Missouri Learning Standards to promote student learning and success in reading, writing, speaking, and listening across all content areas.

Intentional Instruction, Intervention, and Enrichment

Effective instruction focuses on all learner groups, including age- and grade-level groups, high school, and special populations such as special education, gifted, dyslexic, and English learners. It is important to recognize that certain instructional strategies, structures, and methodologies are more applicable and appropriate to specific learners. All literacy learners need to be engaged in speaking, listening, reading, and writing for authentic purposes many times throughout the school day. The four key resources at the heart of high-quality instruction include:

- strong instruction that lets students do most of the thinking in the lessons
- consistent opportunities to work on grade-level appropriate assignments,
- a sense by students of deep engagement in what they're learning, and
- teachers who hold high expectations for students and truly believe they can meet grade-level standards.

Assessment

Assessing literacy is a complex task. Assessments should reflect the multiple dimensions of reading and writing and the various purposes for assessment, as well as the diversity of the students being assessed. All literacy assessments are best used in combination with research-based effective practices, as well as teacher observation to monitor individual student progress. Because of the variety of assessment options available-- formal/informal, formative/summative, teacher created/commercial— it is essential to evaluate whether the particular assessments being used are aligned with the intended purpose and provide results that inform teaching and learning (Yale Center for Teaching and Learning, 2018). The best way to evaluate the assessment system is to complete assessment audits at the district, building, and classroom



levels. An assessment audit provides teachers and districts with an opportunity to look at assessments with a critical lens to ensure they are useful and timely and provide the intended information.

Partnerships

No single education stakeholder group can do the job ahead . . . it will take all of us—teachers, education support professionals, principals, superintendents, school board members, parents, families, government leaders, business leaders, faith-based leaders” (National Education Association, 2011). Partnerships among schools and businesses, community organizations, and other educational entities are essential components in fostering a culture of literacy. Each community offers unique opportunities for relationships and collaboration. The strength of any literacy program is reflected in the school district’s ability to seek and build the affiliations available.

Using the K-12 Missouri State Literacy Plan as a guide, it is the hope that individual school districts will design their own literacy plan to meet the needs of their students.



THE SCIENCE OF READING IN THE CLASSROOM:

Essential Instructional Practices that Support Literacy

- Opportunities to build phonological awareness are given to students across all subject areas
- Explicit instruction in letter-sound relationships
- Intentional planning and instruction to build vocabulary and background knowledge
- Intentional instruction that supports comprehension
- Students should be given access and opportunities to engage with a variety of complex text

Lower Elementary Non-negotiables

- Missouri Learning Standards are the focus of the curriculum
- Daily schedules should be followed including ALL components of literacy instruction
- STAR assessment schedules must be followed according to the assessment calendar
- Each assessment must be done with fidelity
- Sound Walls will be used to reinforce phonics instruction
- Follow the Reading Success Plan process
- Notify your administrator if you are two weeks or more away from the district scope and sequence
- Grade levels collaborate around literacy instruction as a team, even though they may be providing different instruction in their own classroom

Upper Elementary Non-negotiables

- Missouri Learning Standards are the focus of the curriculum
- Daily schedules should be followed including ALL components of literacy instruction
- STAR Assessment schedules must be followed according to the assessment calendar
- Each assessment must be done with fidelity
- Notify your administrator if you are two weeks or more away from the district scope and sequence
- Grade levels collaborate around literacy instruction as a team, even though they may be providing different instruction in their own classroom
- Priority on extending reading instruction should be given to science and social studies lessons to build background knowledge and enhance vocabulary

Secondary Instructional Non-negotiables

- Missouri Learning Standards are the focus of the curriculum
- Notify your administrator if you are one week or more away from the scope and sequence
- Complex texts should be provided in ALL subject areas to provide students with the opportunity to extend their vocabulary, background knowledge, and build critical thinking skills.



Reading Assessment Timeline

Per section, 167.645 of the revised statutes of Missouri, LEAs are expected to select one of four approved vendor assessments from the list of state-approved K3 reading assessments. Star Assessments is the approved assessment that was chosen for ESSD. Star Assessments offer a variety of assessments and curriculum-based measures (CBM). The state has a specific assessment that is needed for each grade level at various times. For a complete list of assessments that should be given to all students please see Table 1.

| Timeline | Assessment | Grade Level | Deadline |
|-----------|---------------------------|-----------------|--------------------------------|
| Beginning | KEA | Kindergarten | First 6 weeks of school |
| Beginning | STAR | 1st - 3rd Grade | First 30 school days |
| Beginning | Dyslexia Screener (STAR)* | 1st - 3rd Grade | First 30 school days |
| Middle | Dyslexia Screener (STAR)* | Kindergarten | Before February 1st |
| End | STAR | K - 3rd Grade | Within the last 30 school days |
| End | Dyslexia Screener (STAR)* | K - 3rd Grade | Within the last 30 school days |

*There is no need to give an additional assessment for Dyslexia, as the STAR assessment acts as the district dyslexia assessment. ALL Missouri-approved literacy assessments act as a dyslexia screener.

The math and reading assessments will be given to students on a rotating basis, occurring every other month. Listed below are dates for STAR reading assessments that include the above dates.

- September: Reading
- October: Math
- November: Reading
- December: Math
- January: Reading
- February: Math
- March: Reading
- April: Math
- May: Reading



STAR READING ASSESSMENT

Using The STAR assessment:

The state of Missouri requires all districts to assess literacy development in our K-3 students, and to screen for dyslexia. The Star assessment will be utilized to meet both of the above requirements. The recommended STAR Assessments (below) address all required reading components.

Administering the Assessment

As a first step, a universal screener should be administered to all students. Table 1 outlines the recommended Star assessments for each grade level that complies with state requirements while also being easy to administer.

Star Assessments by Grade Level (Table 1)

| | Universal Screener (mandatory for all students) | Star CBM Secondary Assessments for at-risk students | Dyslexia Screener |
|--------------|--|---|--|
| Kindergarten | Star Early Literacy | Phoneme Segmentation | Star CBM Rapid Automatic Naming* |
| Grade 1 | Star Early Literacy** | Phoneme Segmentation | Star CBM Rapid Automatic Naming* Star CBM Encoding*** |
| Grades 2-3 | Star Reading | <ul style="list-style-type: none"> Phoneme Segmentation Expressive Nonsense Words Passage Oral Reading | Star CBM Rapid Automatic Naming* Star CBM Encoding*** |
| Grades 4-5 | Star Reading | <ul style="list-style-type: none"> Phoneme Segmentation Expressive Nonsense Words Passage Oral Reading | |
| Grades 6-8 | Star Reading | <ul style="list-style-type: none"> Phoneme Segmentation Expressive Nonsense Words Passage Oral Reading | |

*Choose ONE of four options: Pictures, colors, letters, or numbers

** Some students in Grade 1 may be ready to take Star Reading. View [this document](#) for more information on choosing the right assessment for students.

*** [Star CBM Encoding](#) can be administered to groups of students or the whole class at one time.

Universal Screener:

The universal screener should be administered to all students. Table 1 outlines the recommended Star assessments for each grade level that comply with state requirements. Districts can use Literacy Response Teams and Problem Solving Teams to adjust which Star



assessment should be used as the universal screener as appropriate based on student performance and/or needs. For example:

- A high-performing kindergartener or first grader with a scaled score of 852 or above in Star Early Literacy could take Star Reading for their next assessment.
- A second or third-grade student who cannot pass the practice questions or with a scaled score below 852 in Star Reading could take Star Early Literacy instead.

Data from the universal screener should be considered as a primary source of data to determine which students are at risk and need an RSP.

Secondary assessment for students at risk

Using Star CBMs as a secondary assessment is strongly advised for students on an RSP. Appropriate assessments for each grade level can be found in Table 1. Data from the CMBs can provide data to inform instruction and assess the effectiveness of an intervention.

Dyslexia screening

Dyslexia screening will occur during the first 30 school days. The Rapid Automatic Naming CBM qualifies as an approved screener for the state of Missouri. Evidence from this CBM along with the Universal Screener should be used to determine if a student is at risk of dyslexia. *Students identified as at risk of dyslexia and who have a formal diagnosis of dyslexia will be required to have an RSP.*

Star Assessment Overall At-Risk Indicator Table* (Table 2)

| Grade | Assessment | Percentile Rank | Lexile |
|--------------|---------------------|-----------------|--------------------------------------|
| Kindergarten | Star Early Literacy | Below 25PR | September - <BR945L May - <BR725L |
| Grade 1 | Star Early Literacy | Below 25PR | September - <BR670L May - <BR340L |
| Grade 2 | Star Reading | Below 25PR | September - <BR400L May - <BR90L |
| Grade 3 | Star Reading | | September - <75L May - <290L |
| Grade 4 | Star Reading | | September - <375L May - <520L |
| Grade 5 | Star Reading | | September - <590L May - <720L |

*Star data should be considered in conjunction with a larger body of evidence about the student to determine who may need an RSP.



Star Record Book: The Star Record Book is a great starting point for teachers to check student performance on Star assessments. It shows overall scores, benchmarks, and any fidelity indicators (i.e., students who took the test too quickly), and it is the hub for creating groups, setting goals for progress monitoring, and viewing instructional recommendations for a group or individual student. *Use the “Latest Assessments” tab to identify students at risk. Those falling below 25PR are considered at risk. The Star Record book is also where teachers access Star CBM for use as a secondary assessment or for progress monitoring.*

Determining an RSP focus area

The best way to identify the best area to focus on for the initial RSP is by administering Star CBM assessments to students who are found to be at risk on the Universal Screener. The information in Table 3 provides a guide for assessments and scores that support the determination of which area of reading to target in the RSP. It should be noted that multiple bodies of evidence should be reviewed in making this decision.

THE READING SUCCESS PLAN (RSP)

Reading Success Plan Overview

Early literacy education is critical to a student’s long-term academic success. Therefore, it is important to identify students who have a substantial reading deficiency or are at risk for reading disabilities, such as dyslexia, as early as possible. Early identification allows educators to provide instructional support targeted to individual student needs, monitor student progress and response to instruction over time, and adjust instruction as needed.

A Reading Success Plan or RSP is a well-developed and defined plan to support students who exhibit a substantial deficiency in reading. Missouri legislation (Section 167.645, RSMo) specifically addresses student literacy and lists the requirements of an RSP. The development of an RSP includes the process of gathering and analyzing student data, determining if a student has a substantial reading deficiency (SRD), using data to set student growth goals, and assessing whether students meet those goals at the end of instruction. Students who receive an RSP must have evidence-based intervention reading instruction that is grounded in the science of reading.

An RSP is designed to monitor the specific skills needing improvement as identified through a state-approved assessment, dyslexia screener, teacher observation, or any other relevant student reading data. The teacher should use the identified skills to select aligned, appropriate, and explicit interventions and progress-monitoring tools to measure growth.

This guidance offers a formalized, collaborative process for developing an RSP using assessment analysis and student growth data in the evaluation and planning of reading improvement.



Section 167.645, RSMo, states “At the beginning of the school year, each school district and charter school shall provide a reading success plan to any student who: (1) Exhibits a substantial deficiency in reading which creates a barrier to the child’s progress learning to read. The identification of such deficiency may be based upon the most recent assessments or teacher observation; or (2) Has been identified as being at risk of dyslexia in the statewide dyslexia screening or has a formal diagnosis of dyslexia.”

RSP Process

Gathering and analyzing student data:

The first step in the RSP process is to gather and analyze student data. At a minimum, the body of evidence will include results from the STAR assessment. Once collected, grade-level teams should review and analyze this body of evidence to determine if an RSP is required.

Determining if a student has an SRD:

Any student identified as having an SRD must be provided an RSP. As defined in Section 167.645, RSMo, an SRD exists when a student is one or more grade levels behind in reading or reading readiness. This can be determined when a student’s reading assessment results in an “At Risk” level for reading competency or reading readiness in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension for the student’s grade level; or if the student is one or more years behind in their overall Lexile level score. Being deficient in one of “the Five” will result in the student having an RSP.

Using data to set student growth goals:

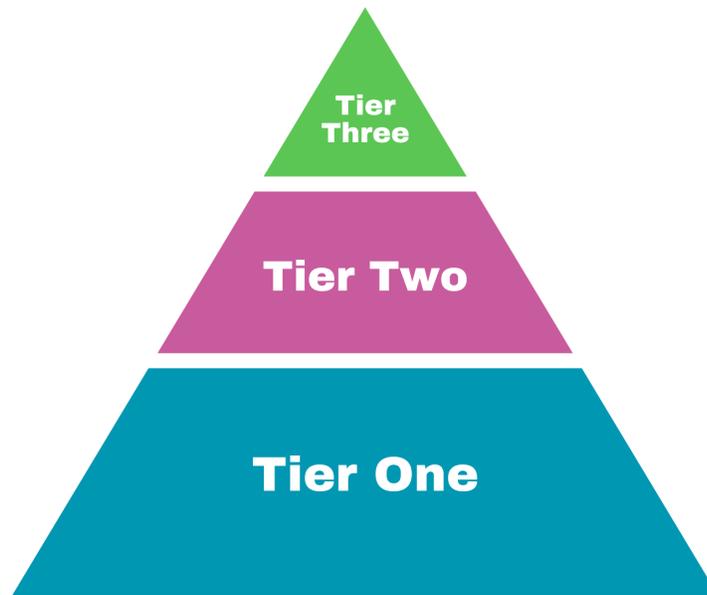
By using the STAR assessment, formative assessment, and teacher observation, teachers are able to pinpoint a student’s specific area of growth, which provides in-depth information about instructional needs. When the assessment indicates a skill deficit, multiple data points for that specific skill and/or associated skills are included that help determine intervention needs and goals. Once student growth goals are set and defined, the RSP should be updated and revised as new progress monitoring data is collected.

Assessing whether students meet goals at the end of instruction:

An RSP is designed to monitor the specific skills needing improvement identified by teacher observation, reading assessments, dyslexia screener, and any other relevant student reading data. The teacher should use those identified skills to select aligned, appropriate, and explicit interventions and assessments to measure growth. The teacher and problem-solving team must make a careful decision about an evidence-based intervention



Tiered System of Literacy Support



ESSD Tiered Response to Literacy

Tier One:

Tier one instruction focuses on classroom instruction and targeted interventions that can be done during traditional classroom instruction time. The results of an assessment can and should alter how and what the teacher should be teaching the whole class. For example, if the STAR assessment outlines that 68% of students in the classroom are in need of a reading success plan, the curriculum and scope and sequence would be reviewed during grade-level meetings to ensure students were getting the right instruction at the right time. The building literacy response team supports classroom instruction at this level.

Tier Two:

Tier two instruction happens after it is determined that classroom instruction and previous interventions are not moving a student toward mastery in areas outlined in the reading success plan. The problem-solving team is consulted and different interventions are provided to further meet student needs. Just because a student is on a reading success plan does not mean that they automatically move to tier two. Data-based reading interventions given at the tier-one level may be enough to move a student to meet their individual goals.

Tier Three:

Tier three includes students who need further support outside of the classroom. This includes special education and can include Title services. Students with a disability in reading will automatically fall in tier one.



ROLES AND RESPONSIBILITIES

The Assistant Superintendent of Academic Services is responsible for the Excelsior Springs School District literacy program. The Assistant Superintendent will chair the district literacy committee and work with its members to evaluate and update the district literacy plan as needed. The Assistant Superintendent will work closely with Building Principals, Assistant Principals, Instructional Coaches, district and building literacy teams, the district literacy coach, elementary teachers, and the building problem-solving teams to coordinate all district assessment activities.

The Assistant Superintendent of Academic Services is responsible for:

- Creating, maintaining, and overseeing the district literacy program
- Working with Building Principals to coordinate the assessment of all students during literacy testing, including, but not limited to, setting assessment windows.
- Working with the Core Data Secretary to ensure
 - 1) storing of literacy assessment results in PowerSchool, the district's student information system, and
 - 2) uploading required materials into DESE's core data system.
- Analyzing assessment data at the district and building levels
- Ensuring compliance with SB 681, specifically Section 167.645, RSMo

The Building Principals are responsible for:

- Ensuring building assessment timelines during the district testing window are followed
- Ensuring literacy materials and resources are utilized with fidelity
- Ensuring that students with IEP or 504 plans that call for accommodations in the area of reading are being met
- Communicating information about assessments and assessment results to students, parents, faculty members, and administration AT THE BUILDING LEVEL
- Analyzing data at the building level

The Building Counselors/Registrars are responsible for:

- Uploading student test results from the STAR assessment into PowerSchool
- Assisting with assessments
- Assisting administrators with parent communication

The teacher is responsible for:

- Administering assessments
- Reviewing and analyzing formative and summative data and using information from that analysis to determine if an RSP is needed
- Setting individualized goals for students who have an RSP
- Communicating literacy assessment results including dyslexia screening results
- Communicating Reading Success Plan components with parents including instructional support strategies that can be utilized at home

**The Core Data Secretary is responsible for:**

- All district uploads as required by DESE in accordance with Section 167.645, RSMo
- Training and managing the building secretaries to ensure assessment results are uploaded into PowerSchool

The Building Literacy Response Team is responsible for:

- Analyzing data at the building level
- Focus on interventions and classroom instruction for groups of students
- Reviewing data to make decisions at the tier-one level
- Creating resources to send home to parents as needed
- Reviewing the district scope and sequence and assisting grade levels in making adjustments
- Creating and demonstrating small group intervention activities to be utilized during reading blocks in the classroom
- Maintaining a master list of any student receiving a RSP at the tier I level

The Building Problem-Solving Team is responsible for:

- Analyzing data at the student level
- Focus on interventions and classroom instruction for individual students
- Tier II interventions
- Reviewing individual student RSPs and assigning additional interventions when tier I instruction is not moving a student toward mastery
- Assigning tutoring responsibilities for after-school interventions based on student individualized needs
- Monitoring Title Reading student data
- Monitoring students with dyslexia
- “Exiting” a student from an RSP

Title Reading Teachers are responsible for:

Early elementary teachers at Excelsior Springs have a thorough background in LETRS and the Science of Reading. Strong phonological and decoding skills are absolutely critical for students to master in order to be successful readers as they move through the curriculum. Assessments are available for specific identification of the phonological needs of individual students, making it easier to target phonics work for students. Title reading teachers will focus primarily on 2nd and 3rd grade students who continue to struggle with these skills.

- Analyzing data to respond to individual student needs
- Creating a schedule to work with students in their building based on individual student needs
- Provide pull-out interventions for 2nd through 5th grade students who are on an RSP for phonemic awareness OR phonics



The District Literacy Response Team

As needed, a district literacy team may be created to review literacy at the district level. This group will be made up of existing literacy response team members throughout the district and could include Title and Problem Solving Team members. Some responsibilities include:

- Reviewing vertical data at the district level
- Suggesting curriculum changes for current and future school years
- Creating parent information nights (as needed)
- Reviewing MAP data to determine deficits in the curriculum

RSP Determination Process

The determination of an SRD is based on a body of evidence that includes reading assessment results/screener results, teacher observation, and evidence of being at risk for dyslexia or an official diagnosis of dyslexia. The beginning-of-year reading assessment may be the first piece of evidence to indicate that a student needs additional support to make adequate progress in reading during the year.

An LEA may use their discretion to place a student on an RSP who scores at approaching or meeting skill level on the beginning-of-year reading assessment if there is evidence of a reading deficiency and it is determined that the student needs additional support in reading instruction. If an LEA places a student on an RSP, all requirements of an RSP must be adhered to, including monitoring and reporting requirements. **Students who have an IEP that includes reading goals do not require an RSP, a reading plan would be incorporated into their existing IEP.** However, students who have an IEP that does not include reading goals and meet the requirements for an RSP must have an RSP. The individual needs of the student should dictate the goals and supports provided. All reading instruction must be evidence-based and grounded in the science of reading.

Body of Evidence: Data to measure literacy skills and inform instruction

A body of evidence is a collection of information about a student's academic performance that, when considered in its entirety, documents the level of a student's academic ability. At a minimum, the body of evidence to use to determine the need for an RSP will include results from the STAR assessment and results from the required dyslexia screening, but may also include teacher observation, formative assessments, and additional universal reading screeners, along with work that a student independently produces in a classroom. In addition, evidence may include scores on summative assessments if an LEA decides that summative assessments are appropriate and useful in measuring students' literacy skills.

Collecting data to measure literacy skills

Senate Bill (SB) 681 (2022) requires the administration of a state-approved foundational reading skills assessment to all students in grades K-3 to identify those who may be at risk for having an SRD. Additional qualitative and quantitative data in the body of evidence will include school readiness assessments, summative assessments, observations, and samples of classroom



work. Information about students’ language proficiency and other factors that influence academic performance may also be included.

A complete body of evidence measuring students’ literacy skills includes all components of reading and oral language. When selecting additional data, teachers should ensure the materials or evidence accurately measures the skill deficits and areas of need identified in the beginning-of-year reading assessment. ANY DATA SOURCE NOT LISTED MUST BE APPROVED BY THE ADMINISTRATION.

WHO RECEIVES AN RSP?

RSP Requirements by Grade Level and Essential Reading Skill

Students will receive an RSP according to the chart below. A bulleted description has also been included to further clarify.

| Grade | Phonemic Awareness | Phonics | Fluency | Vocabulary | Comprehension | Lexile | RSP Needed? |
|-------|---|---------|--|------------|---------------|----------------------------------|-------------|
| K | At Risk | | | | | | YES |
| 1 | At Risk | | | | | 1 year or more below grade level | YES |
| 2 | Identified as at risk in EITHER of these two categories | | Identified as at-risk in any TWO of these three categories | | | 1 year or below grade level | YES |
| 3 | Identified as at risk in EITHER of these two categories | | Identified as at-risk in any TWO of these three categories | | | 1 year or below grade level | YES |
| 4 | Identified as at risk in ONE of the five categories | | | | | 1 year or below grade level | YES |
| 5 | Identified as at risk in ONE of the five categories | | | | | 1 year or below grade level | YES |

- An RSP is required for every student identified as at risk for dyslexia or who has a formal diagnosis of dyslexia at any grade level. All risk levels are determined by the STAR assessment’s dyslexia screener.
- An RSP is required for any student determined as “at risk” in any of the categories or below.
- An RSP is given to a student who is one year or more below their lexile grade level even if they are not at risk in any of “the five”

- Kindergarten
 - Students require an RSP is identified as At Risk in Phonemic awareness
- Grade 1
 - Students require an RSP if identified as At Risk in ANY of the following:
 - Phonemic awareness



- One year or more below grade level Lexile score
- Grades 2 and 3
 - Students require an RSP if identified as At Risk in ANY of the following:
 - Phonemic awareness OR phonics
 - At risk in TWO of the following essential skills: fluency, vocabulary, or comprehension
 - At risk for dyslexia OR has an official diagnosis of dyslexia
 - One year or more below grade level Lexile score
- Grades 4 and 5
 - Students require an RSP if identified as At Risk in any of the following:
 - One of the five essential skills: phonemic awareness, phonics, fluency, vocabulary, or comprehension
 - One year or more below grade level Lexile score

Important things to remember when prioritizing literacy in our students:

- It is important to identify students at risk for reading disabilities early
- Provide instructional support targeted to individual student needs
- Monitor student progress and response to instruction over time
- Make adjustments to instruction as needed to ensure adequate progress toward important early literacy and reading goals
- Evaluate outcomes for individual students and for your entire class/grade/school

Required Components of an RSP:

A district must include the following components to meet the RSP requirements in Section 167.645, RSMo:

1. Administer beginning of the year reading assessment and gather baseline data
2. Identify students in need of an RSP
3. Develop RSP growth targets,
4. Provide intensive interventions/services
5. Provide professional development services if necessary
6. Document reading instruction programming
7. Monitor progress
8. Communicate with parents/guardians and make suggestions for regular parent-guided reading
9. Address reading proficiency in the Comprehensive School Improvement Plan (CSIP)
10. Administer end-of-year reading assessments and update the RSP
11. Report to the Department of Elementary and Secondary Education (DESE) all students requiring RSPs, specific intervention, and support provided in grades K-5



MOVING THROUGH THE RSP PROCESS

RSP Parent Communication

ESSD recognizes family engagement as a critical area of focus in its accountability for a quality education system. The requirements of SB 681 (2022) present an opportunity to find new ways to involve families and caregivers as critical partners in developing early literacy.

ESSD will notify parents/guardians of a substantial reading deficiency and the implementation of an RSP. In addition, ESSD will offer a plan that includes suggestions for regular parent-guided reading at home and resources will be provided when available. Regular communication with parents to provide progress update details will be provided for any K-3 student who has an RSP. An initial notification will be sent to parents in writing for any student with an RSP, with at least three additional updates including an end-of-year report of the student's results on the state-approved reading assessment. Engaging families meaningfully and early about students reading achievement progress contributes to student success.

All communication should be provided to the parent/guardian in a manner that is appropriate and includes accommodations as needed. All parents should be encouraged to engage in the work of developing literacy in young children. The LEA should find ways to encourage all families, including those who are not English speakers, to partner in this important effort. Developing skills in the first language enhances second-language learning. A sample parent communication letter can be found in Appendix A.

Exiting a student from an RSP

SB 681 (2022) requires that an RSP remain in place until the student demonstrates reading competency at grade level. The RSP will be updated and revised based on progress monitoring until grade-level reading competency is achieved. The building Problem Solving Teams will review data and approve all students ready to "exit" an RSP.

Section 167.645, RSMo, requires that an RSP initiated in grades K-3 remains in place until the student demonstrates grade-level reading competency. A student can exit an RSP when the student:

- Demonstrates proficiency in all appropriate foundational skill areas as indicated on the Star Reading assessment scores (and in some cases the student's overall body of evidence) for at least two consecutive reading assessments.
- Maintains grade level competency in reading through Tier I instruction alone.

Because Section 167.645, RSMo, requires that an RSP acquired in grades K-3 remains in place until the student demonstrates grade-level reading competency, some students will remain on an RSP beyond third grade. While the process to exit a student from an RSP is similar, the assessments and the body of evidence used to determine reading proficiency beyond third grade may differ. Students remaining on an RSP beyond third grade will be required to continue



state-approved beginning-and end-of-year reading assessments, progress monitoring, as well as parent communication as previously required in grades K-3.

Dyslexia

Educators, researchers, and policymakers generally agree that the defining characteristic of dyslexia is a deficit in word reading and processing. There is also general agreement that, to be diagnosed with dyslexia, children must have adequate vision and hearing acuity along with adequate cognitive skills to be able to learn to read. Students who are identified as being at risk of dyslexia in the statewide dyslexia screening or have a formal diagnosis of dyslexia will also be required to have an RSP. The LEA will provide an explanation that the instruction used to teach the child reading will be explicit, systematic, and diagnostic and based on phonological awareness, phonics, fluency, vocabulary, comprehension, morphology, syntax, and semantics.

A key indicator of dyslexia is significant and sustained difficulty in gaining essential early literacy and reading skills despite being provided generally effective instruction. It's not enough to assess the student's skills, educators must also evaluate the instruction the student is receiving. The "Rapid Naming" Assessment is the initial tool that is utilized to determine if a student is at-risk for dyslexia. This assessment can be found in the CBM section of the Star Assessments. In addition, Additional Star Assessments can then be administered to gain further information in regard to fluency, comprehension, and other components of reading.



Glossary of Terms and Acronyms

Comprehension: The process of extracting and constructing meaning from stories read orally or independently.

Explicit Instruction: Structured Literacy instruction requires the deliberate teaching of all concepts with continuous student-teacher interaction. It is not assumed that students will naturally deduce these concepts on their own.

Fluency: The capacity to read words in a connected text with sufficient accuracy, rate, and prosody to comprehend what is read.

KEA: Kindergarten Entry Assessment - Measures “The Five”; phonological awareness, phonics, vocabulary, fluency, and comprehension.

Morphology: The study of the forms and structures of words. A morpheme is the smallest unit of meaning in the language.

Phonological awareness: The awareness of all levels of the sound structure of spoken words.

Phonemic awareness: A subset of phonological awareness in which listeners are able to hear, identify, and manipulate phonemes, the smallest units of sound.

Phonics: A method of reading and writing instruction that teaches spelling patterns (graphemes) to their sounds (phonemes) in order to teach the correspondence between these sounds and the spelling patterns (graphemes) that represent them (relationship between letters and sounds).

Reading Support Plan (RSP): An RSP is a well-developed and defined plan to support students who exhibit a substantial deficiency in reading.

Sound-Symbol Association: Once students have developed an awareness of phonemes of spoken language, they must learn how to map the phonemes to symbols or printed letters. Sound-symbol association must be taught and mastered in two directions: visual to auditory (reading) and auditory to visual (spelling).

Substantial Reading Deficiency (SRD) - Refers to a student who is one or more grade levels behind in reading or reading readiness established by Section 167.645, RSMo. An SRD is given when a student does not meet the minimum skill levels for reading competency in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension, OR overall Lexile level of the student’s grade level.



Syntax: The formation of sentences and the associated grammatical rules. Syntax skills help us understand how words work - the meaning behind word order, structure, and punctuation.

Vocabulary semantics: Knowledge of words and word meanings and includes words that a person understands and uses in language.



Appendix A: Sample Parent Letters
RSP Notification

Dear Parent/Guardian:

In Excelsior Springs School District, we recognize that early reading skills are strong predictors of lifelong academic success for our students. Our teachers dedicate significant instructional time to supporting students in developing literacy skills. We have several school and district-level supports in place, including

- High-quality curriculum for all students
- High-quality and well-trained classroom teachers
- Regular assessments of each child’s reading progress
- A comprehensive multi-tiered system of support process that includes a system of supports for students at all levels

In order to meet the requirements of SB 681(2022), beginning this school year we will also:

- Communicate regularly with parents/guardians of students who are reading below grade level
- Inform parents of reading supports provided to their child at school
- Increase support for students while at school
- Develop a Reading Success Plan (RSP) for students in need of support

We are honored to have the privilege to work with you and your student to build his/her skills as an independent reader across the curriculum. As a commitment to your student’s success, we screen all students, K-5, with the Star Assessment every eight weeks. According to our most recent screening, your student shows performance in one of the following areas:

- Your student is at or above proficiency level. The student will receive core instruction and no additional intervention is needed.
- Your student is at some risk of reading below expected levels according to our screening results. The student will receive additional reading intervention according to the Excelsior Springs School District Literacy Plan.
- Your student is below expected/proficient level. Additional intervention is required in addition to a detailed, individualized reading plan.

If you have any questions or need further information, please contact _____. Attached you will find the assessment information for your student.

Sincerely,
Principal



RSP Confirmation

Dear Parent/Guardian(s):

This letter is an acknowledgement that you have received, in writing, your student's Reading Success Plan (RSP) for the 2023-2024 school year. At-home resources are available and can be provided to further support your student as they work towards grade-level proficiency. By signing this form, you are acknowledging that Excelsior Springs School District has made available your student's RSP for you to review and that we have offered you a personal copy.

Signature: _____ Date: _____

RSP Exit

To the parent/guardian of _____,

Your student has been receiving additional support with reading instruction. We have reviewed your student's progress along with ongoing reading assessments. Your student's progress indicates that he/she is ready to discontinue the additional literacy support at this time. We will continue to monitor your student's progress and will contact you if they need additional support again.

Your student's progress should be celebrated. It is also important to continue reading to and with your student on a regular basis. Reading consistently and frequently helps independent readers continue to develop. Thank you for partnering with us to make your student a strong reader.

If you have any questions, please feel free to contact us.

Sincerely,
Intervention Teacher Name
Contact Information