**Appendix 5**

**BOE Agenda Item Executive Summary**
**Date: March 6th, 2023**

Topic: Phonemic Awareness curriculum and resources K-5.

Background Information (History, Rationale, etc): Reading scientists (e.g. Liberman, 1988; Scarborough & Brady, 2002; National Reading Panel, 2000; Rayner, Foorman, Perfetti, Pesetsky & Seidenberg, 2001; Vellutino, Fletcher, Snowling, & Scanlon, 2004) have discovered that people with reading and spelling problems tend to have trouble with a variety of phonological tasks, including the association of speech sound with the letters that represent them. Phonemic awareness (being able to isolate and manipulate individual speech sounds) is critical for learning to read and write aby alphabetic system. Measures of phonemic awareness are predictors of reading difficulties. Whole class (Tier 1) instruction that includes phonemic awareness using a curriculum such as Heggerty on a daily basis is one of the best antidotes for reading failure in kindergarten and 1st grade learners (Moats & Tolman, 2019). We can also assume that most students at risk (2nd-5th grades) will need and benefit from explicit instruction of phonological skills, often during both core (Tier 1) instruction as well as through intensive intervention that provides systematic practice.

Heggerty has been on USD259's literacy protocol as an available phonemic awareness resource for more than 5 years. In recent years, we have provided more guidance and monitoring in its implementation. Until 2022, Heggerty had core curriculum available for PreK-2nd grade. With the addition of their Primary Extension, we will be able to implement phonemic awareness instruction for our students in 3rd-5th grades who have not mastered foundational phonology skills. Bridge the Gap has been an available intervention resource, but we have not provided this resource systemically.

With our focus on Heggerty as part of a daily instructional routine, we continue to see increased proficiency in word segmenting data by spring in kindergarten as shown in the table below. We see consistent gains across the system in 1st grade word segmenting data as well. With the addition of Primary Extension, Bridge the Gap and continued focus on instructional best practices and fidelity to Heggerty as our core curriculum, we will be able to continue to move students towards mastery by the end of 1st grade and address skills not mastered past 2nd grade.

| **Word Segmenting – Kindergarten** | | |
|---|---|---|
| **Year** | **Winter Proficiency** | **Spring Proficiency** |
| **2020-2021** | 35.2% | 56.6% |
| **2021-2022** | 51.4% | 67.4% |
| **2022-2023** | 49.8% | TBD |

| **Word Segmenting - 1st Grade** | | | |
|---|---|---|---|
| **Year** | **Fall Proficiency** | **Winter Proficiency** | **Spring Proficiency** |
| **2020-2021** | 53.7% | 53% | 61.2% |
| **2021-2022** | 54.2% | 61.6% | 69.6% |
| **2022-2023** | 62.7% | 68.2% | TBD |