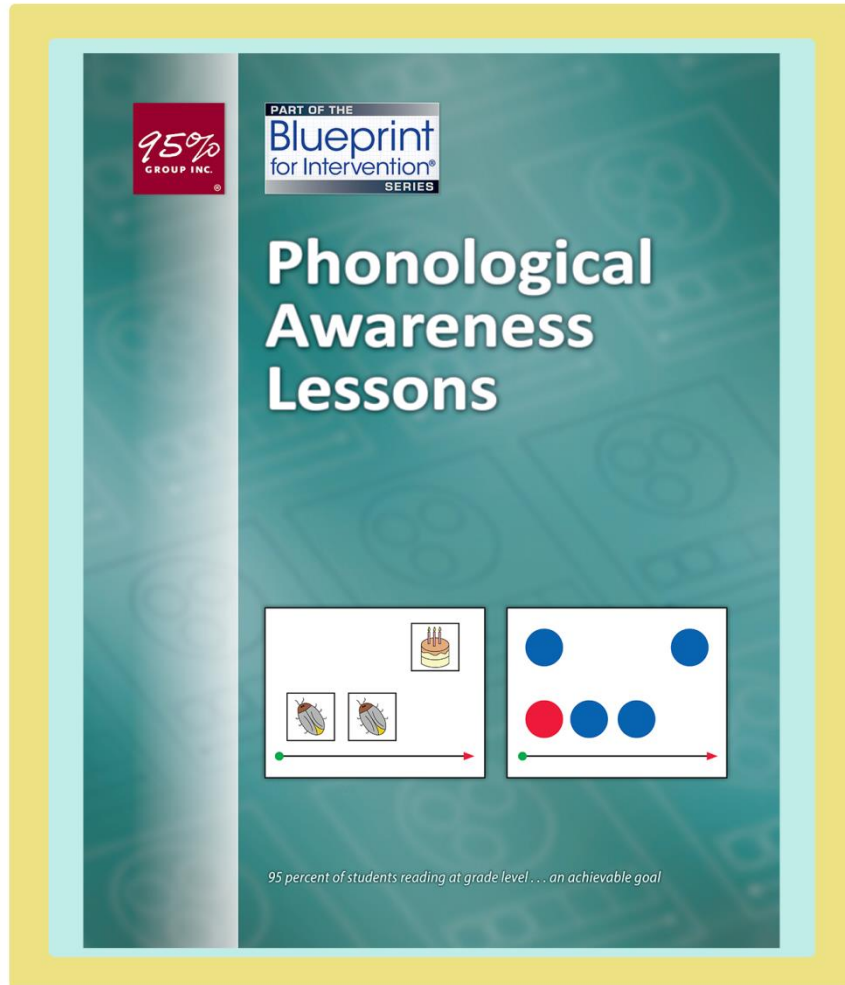


Technical Reports on Efficacy of 95 Percent Group's Products



Phonological Awareness Lessons™

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Technical Reports on Efficacy of 95 Percent Group's Products

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Technical Report on Efficacy of 95 Percent Group's *Phonological Awareness Lessons* K Class-wide
J.B. Young Elementary, Davenport, IA – **Phonological Awareness Lessons Study 1**

Technical Report

School: J.B. Young Elementary School

District: Davenport Community School District, Davenport, IA

Intervention Program: *Phonological Awareness Lessons (part of the Blueprint for Intervention:® series)*, published by 95 Percent Group

- Study Form Name: *Phonological Awareness Lessons* Kindergarten Class-wide; J.B. Young Elementary School, Davenport Community SD
- Technical Report Name: Phonological Awareness Lessons Study 1

Study Authors: Rachel Anderson, Reading Coach; Casey Fleming, Kindergarten Teacher

Overview and Background

Davenport Community School District is composed of 19 elementary schools, 6 intermediate schools, and 4 high schools serving 15,990 students. The student population is diverse with 61.8 percent qualifying for free and reduced lunch. Additionally 18.6 percent of the students are African-American, 13.6 percent are Hispanic and the rest are a mixture of white and other ethnicity.

In 2012 the District's assessment data indicated that the needs of a large population of students weren't being met in the area of reading. Assessment scores had become stagnant and in some areas they were declining over the past few years. This prompted Davenport Community Schools to begin searching for literacy support to help improve student achievement in their elementary and intermediate grades.

95 Percent Group has worked with Davenport Community School District for the past two years, to assist them in the implementation of a multi-tiered system of instructional supports (MTSS) framework that utilizes 95 Percent Group's instructional materials and diagnostic assessments for placement of students and pre-and post-instruction testing.

During the 2013-2014 academic year, Davenport began the rollout of a district-wide implementation with 95 Percent Group, in which all elementary schools are placed in 3 Cohort groups. Cohort 1 was launched in the fall of 2013 and Cohort 2 was launched mid-year in January of 2014. Cohort 3 will be added in the Fall of 2014. Cohort 1 focused on the seven lowest achieving schools in the district and included J. B. Young Elementary School. During the academic year educators from J. B. Young Elementary School received professional development from 95 Percent Group and began to implement intervention instruction using 95 Percent Group resources including lessons from the *Phonological Awareness Lessons*. The *Phonological Awareness Screener for Intervention (PASI)* assessment was used to place students into intervention groups based on skill deficits. The PSI was also used as a pre-and post-lesson assessment. *DIBELS® Next* was used as a universal screening assessment, and given to all students throughout the district. Professional Development included an initial training along with four site-based coaching and observation visits with a 95 Percent Group consultant.

The study described below uses data from a representative sample of students assigned to one Kindergarten classroom at J.B. Young Elementary School.

Study Description

Objective of Study

The objective of this study was to evaluate the effectiveness of class-wide phonological awareness instruction using lessons from 95 Percent Group's *Phonological Awareness Lessons (part of the Blueprint for Intervention® series)* when taught for five to ten minutes a day as a supplement during core reading instruction. According to Gail Gillon (2002, par. 5) "Measures of phonological awareness, particularly at the phoneme level, are powerful predictors of reading success and can predict early literacy performance more accurately than variables such as intelligence scores, vocabulary knowledge, and socioeconomic status."

Technical Report on Efficacy of 95 Percent Group's *Phonological Awareness Lessons* K Class-wide
J.B. Young Elementary, Davenport, IA – **Phonological Awareness Lessons Study 1**

Study Group

This study was conducted by the teacher (Casey Fleming) and reading coach (Rachel Anderson) of the elementary school with a sample of 21 students in an all-day Kindergarten classroom. The sample was composed of 15 male students and 6 female students. The sample represents a widely diverse population in terms of ethnicity with 7 African-American students, 5 White, 1 Hispanic, and 8 students in the “Other” category. The school serves an inner-city poor socioeconomic population, as represented by the statistic that 95% of the students receive Free and Reduced Lunches.

Three of the 21 students were identified with disabilities; 2 were identified as learning disabled, 1 with a speech-language disorder, and 1 with an “other disability”. None of the students were identified as English Language Learners.

Treatment

Casey Fleming, Kindergarten teacher at J.B. Young Elementary School, began presenting lessons from *Phonological Awareness Lessons* to her students in the fall of 2013 and continued for 32 weeks, completing the program in the spring of 2014. These lessons were delivered to the whole class each day during Core (Tier1) instruction. Each instructional session lasted 5 – 10 minutes daily. For a list of the continuum of skills, see the appendix.

Study Controls

There was no control group for this study because the school implemented the program in all classrooms. Additionally the program was implemented district-wide so there were no control classrooms to include in the study. It is believed that, especially since the school serves a very economically disadvantaged population that enter Kindergarten with very low phonological awareness scores, it would not be appropriate to deny access to the lessons to one classroom as a control group.

Assessment

The assessments used for this sample are indicated in the table below.

| Assessment | Pretest Date | Posttest Date | Progress Monitoring |
|---|--------------|---------------|--|
| MAP | 08/12/13 | 5/15/14 | Students were progress monitored using appropriate DIBELS [®] measures every 10 hours of instruction. |
| DIBELS [®] First Sound Fluency | 08/13 | 12/11/13 | |
| DIBELS [®] Composite | 08/13 | 5/19/14 | |
| PASI | 08/13 | 05/15/14 | |

Responsibilities for the administration and recording of assessments were shared between the classroom teacher, the building literacy coach, and the reading interventionist.

Fidelity

Over the course of the year, 17 fidelity checks were completed. Observational fidelity checks were conducted by district and building administration, utilizing a checklist provided by 95 Percent Group. In addition, a 95 Percent Group Consultant did walkthroughs, offering feedback and setting goals during debriefing sessions with the teacher and administrators. The building literacy coach provided collegial coaching and lesson modeling 4 times during the year.

Technical Report on Efficacy of 95 Percent Group's *Phonological Awareness Lessons* K Class-wide
J.B. Young Elementary, Davenport, IA – **Phonological Awareness Lessons Study 1**

Summary of Study Findings

Below is a table showing the data collected by the school:

| | First Sound Fluency - <i>DIBELS</i>® <i>Next</i> Benchmark BOY: 10 Benchmark MOY: 30 | | | Composite Score - <i>DIBELS</i>® <i>Next</i> Benchmark BOY: 26 Benchmark EOY: 119 | | | MAP Benchmark Fall: 142.5 Benchmark Spr: 157.7 | | |
|------------------|---|-------------|---------------|--|--------------|---------------|---|---------------|--------------|
| Student | BOY | MOY | change | BOY | EOY | change | Fall | Spring | Ch. |
| 1 | 0 | 4 | + 4 | 1 | 21 | +20 | | | |
| 2 | 0 | 8 | + 8 | 0 | 99 | +99 | | | |
| 3 | 0 | 23 | + 23 | 2 | 151 | +149 | 134 | 164 | +30 |
| 4 | 0 | 26 | + 26 | 0 | 110 | +110 | | | |
| 5 | 1 | 30 | + 29 | 1 | 155 | +154 | 122 | 157 | +35 |
| 6 | 0 | 40 | + 40 | 0 | 111 | +111 | | | |
| 7 | 30 | 50 | +20 | 65 | 265 | +200 | 122 | 193 | +71 |
| 8 | 17 | 56 | + 39 | 20 | 180 | +160 | | | |
| 9 | 0 | 38 | +38 | 0 | 117 | +117 | | | |
| 10 | 2 | 40 | + 38 | 2 | 156 | +154 | 126 | 166 | +40 |
| 11 | 0 | 42 | + 42 | 0 | 138 | +138 | 142 | 172 | +30 |
| 12 | 2 | 48 | + 46 | 11 | 135 | +124 | 146 | 165 | +19 |
| 13 | 22 | 50 | + 28 | 47 | 125 | +78 | 141 | 159 | +18 |
| 14 | 0 | 26 | +26 | 0 | 180 | +180 | 150 | 164 | +14 |
| 15 | 0 | 48 | +48 | 30 | 170 | +140 | 138 | 165 | +27 |
| 16 | 0 | 58 | +58 | 1 | 189 | +188 | 138 | 168 | +30 |
| 17 | 20 | 55 | +35 | 41 | 183 | +142 | 146 | 175 | +29 |
| Mean | 5.5 | 37.7 | +32.2 | 13.0 | 146.2 | +133.2 | 136.8 | 168.0 | +31.2 |
| Std. Dev. | 9.9 | 16.1 | | 20.4 | 51.4 | | 9.8 | 9.7 | |

Notes: Beginning of the Year (BOY) and End of Year (EOY) data is available for 17 of the 21 students in the classroom due to mobility.

Color coding: Red = Well Below Benchmark/Likely to Need Intensive Support

Yellow = Below Benchmark

Green = At or Above Benchmark

All students in this classroom for whom both pre- and post-instruction assessment was available (17 of 21 students) were included in the sample and all showed significant gains in the development of phonemic awareness as evidenced by their First Sound Fluency (FSF) scores in *DIBELS*® *Next*. On *DIBELS*® *Next* First Sound Fluency (FSF) 24% of students were at Benchmark at the beginning of year, increasing to 65% at Benchmark by middle of year. The mean score increased from 5.5 to 37.7. Not only was progress made for the entire class, but the amount of progress for the lowest students was significant. At the beginning of the year, 15 of the 17 students entered with FSF scores in the Well Below Benchmark/Likely to Need Intensive Support category. Of these 15 students in the Well Below Benchmark category, the following gains were achieved:

- 9 students improved two categories to Benchmark within the 3.5 months of instruction between the BOY and the MOY assessment,
- 4 students improved one category From Well Below Benchmark to Below Benchmark, and
- 2 students improved, but not enough to make it to the next category.

Technical Report on Efficacy of 95 Percent Group's *Phonological Awareness Lessons* K Class-wide
J.B. Young Elementary, Davenport, IA – **Phonological Awareness Lessons Study 1**

DIBELS® Composite Scores indicated that 29% of students were at Benchmark in the BOY testing cycle which increased to 71% at or above Benchmark by EOY. The development of these phonological awareness skills provides support for the development of Alphabetic Principle skills.

The MAP results support the DIBELS data and provide an alternative assessment to evaluate the effect of the program. In the fall only 4 students were at benchmark increasing to 10 in the Spring. Based on spring MAP results, these students are positioned well for success in first grade. *DIBELS® Next* Composite Score for Kindergarten combines multiple DIBELS® indicator scores in order to provide the best overall estimate of a student's reading proficiency. According to the Composite Score, all but one student increased by at least one risk level. MAP scores confirm this progress.

These findings suggest that providing explicit instruction using the *Phonological Awareness Lessons* program as a class-wide supplement to Core instruction supports the development of foundational skills in reading, resulting in higher overall student achievement by end of year. Although phonological awareness may have been implicitly taught at other times during the core reading instruction, 95 Percent Group's *Phonological Awareness Lessons* were the explicit instruction in PA used for the core instruction in this classroom.

Summary and Conclusions:

This report summarizes data representing 17 students available for both pre- and post-testing in an inner city kindergarten classroom located in Davenport, Iowa. 95% of these students received free and reduced lunch and 19% of the sample were identified with a learning disability. Although the students represented several ethnicities, none in this sample were classified as English Language Learners.

All students were provided instruction with 95 Percent Group's *Phonological Awareness Lessons* as a class-wide supplement to their Tier 1 Core reading instruction. The duration of the instruction was 32 weeks, with each daily session lasting five to ten minutes. Students were progress monitored using grade level appropriate *DIBELS® Next* Benchmark and Progress Monitoring measures. Progress monitoring occurred after every 10 hours of instruction. MAP assessments were also delivered.

Fidelity monitoring occurred both formally and informally. Administrative walk-throughs, consultant visits with observation and feedback, modeling by the building literacy coach, and collegial coaching all contributed to fidelity of implementation. Weekly data meetings and grade level meetings were also used to discuss implementation of the program.

The results of *DIBELS® Next* First Sound Fluency (FSF) show significant gains for all students in the area of phonological awareness. On FSF 24% of students were at Benchmark at the beginning of year, increasing to 65% at Benchmark by middle of year. This measure is not given at the end of the year, so the DIBELS® Composite score is used to show growth across the entire year. *DIBELS® Next* Composite Score for Kindergarten combines multiple DIBELS® indicator scores in order to provide the best overall estimate of a student's reading proficiency. According to the Composite Score, all but one student increased by at least one risk level. MAP scores confirm this progress. These findings suggest that providing explicit instruction using the *Phonological Awareness Lessons* program as a class-wide supplement to Core instruction supports the development of foundational skills in reading, resulting in higher overall student achievement by end of year. Although phonological awareness may have been implicitly taught at other times during the core reading instruction, 95 Percent Group's *Phonological Awareness Lessons* were the explicit instruction in PA used for the core instruction in this classroom.

References:

Gillon, G. (2002, December 03). *Phonological Awareness Intervention for Children: From the Research Laboratory to the Clinic. The ASHA Leader.*

Technical Report on Efficacy of 95 Percent Group's *Phonological Awareness Lessons*
K Small Group; Monroe Elementary, Davenport, IA – **Phonological Awareness Lessons Study 3**

Technical Report

School: Longfellow Elementary School

District: Mesa Public Schools, Mesa, AZ

Intervention Program: *Phonological Awareness Lessons (part of the Blueprint for Intervention:© series)*, published by 95 Percent Group with Phonological Awareness Screener for Intervention

Assessment

- Study Form Name: *Phonological Awareness Lessons* Kindergarten Small Group Tier 2 or 3; Longfellow Elementary School, Mesa Public Schools, Mesa, AZ
- Technical Report Name: *Phonological Awareness Lessons Study 3*

Study Authors: Kris Churchman, Interventionist, Carla Iaulualo, Kindergarten Teacher

Overview and Background

Mesa Public School District is comprised of 57 elementary schools, 11 junior high schools, 6 comprehensive high schools and several alternative schools serving approximately 69,000 students. In terms of student enrollment, it is the largest unified school district in Arizona. The student population is diverse, representing a minimum of 6 reported ethnicities. The district reports 55 percent of their student body as qualifying for free and reduced lunch.

Mesa Public Schools serves most of the city of Mesa, plus small portions of nearby Tempe and Chandler.

Longfellow Elementary School serves a high needs population. The school reports that 97 percent of their students qualify for free and reduced lunch. The ethnicity is diverse with 85% Hispanic, 9.9% white, 1.9% are Native American, and the rest are a mixture of African-American and other ethnicities.

95 Percent Group has worked with Mesa Public Schools for a number of years to assist them in the implementation of a multi-tiered system of instructional supports (MTSS) framework that utilizes 95 Percent Group's instructional materials and diagnostic assessments for placement of students and pre- and post-instruction testing.

During the early implementation of this framework, educators from Longfellow Elementary School received professional development from 95 Percent Group and began to implement intervention instruction using 95 Percent Group's *Phonological Awareness Lessons*. (see the appendix page 7 for a listing of program's skills. The *Phonological Awareness Screener for Intervention (PASI)* was used to place students into intervention groups based on skill deficits. The *PASI* was also used as a progress monitoring tool. *DIBELS® Next* was used as a universal screening assessment, and given to all students. Professional Development included an initial training along with site-based coaching and observation visits with a 95 Percent Group consultant.

The study described below uses data from a representative sample of students assigned to one Interventionist at Longfellow Elementary School.

Study Description

Objective of Study

The objective of this study was to evaluate the effectiveness of phonological awareness instruction in small groups of at-risk students using lessons from 95 Percent Group's *Phonological Awareness Lessons (part of the Blueprint for Intervention© series)* when taught five days a week during intervention. According to Gail Gillon (2002, par. 5) "Measures of phonological awareness, particularly at the phoneme level, are powerful predictors of reading success and can predict early literacy performance more accurately than variables such as intelligence scores, vocabulary knowledge, and socioeconomic status."

Technical Report on Efficacy of 95 Percent Group's *Phonological Awareness Lessons*
K Small Group; Monroe Elementary, Davenport, IA – **Phonological Awareness Lessons Study 3**

Study Group

This study was conducted by the Interventionist, (Kris Churchman) and Kindergarten Teacher (Carla Iaulualo) with a sample of 4 Kindergarten students identified as in need of intensive support through the use of a universal screener (*DIBELS® Next*). All the students in the group were male. All students in this sample were Hispanic. The school serves a low socioeconomic population, as represented by the statistic that 90% of the students receive Free and Reduced Lunches. Two of the students were identified as having a Speech-Language Disorder. All of the students were identified as English Language Learners.

Treatment

Kris Churchman, Interventionist at Longfellow Elementary School, began presenting lessons from *Phonological Awareness Lessons* to a small group of students identified as at risk through the use of a universal screener (*DIBELS® Next*) in fall of 2013 and continued for 30 weeks. These lessons were delivered during intervention instruction. Each instructional session lasted 30 minutes daily.

Study Controls

There was no control group for this study. All students in this school identified as in need of intervention receive appropriate instruction. It is believed that it would not be appropriate to deny access to intervention in order to create a control group.

Assessment

The assessments used for this sample are indicated in the table below.

| Assessment | Pretest Date | Posttest Date | Progress Monitoring |
|-------------------------------|---------------|---------------|--|
| <i>DIBELS® Next</i> Composite | 08/13 5/13 | | Students were progress monitored using appropriate <i>DIBELS®</i> measures every 3 weeks. |
| <i>PASI</i> | 08/13 5/13 | | Students were progress monitored using appropriate sections of the <i>PASI</i> at the end of instruction on a skill. |

Responsibilities for the administration and recording of assessments were shared between the classroom teacher and the interventionist.

Summary of Study Findings

Below is a table showing the data collected by the school:

| | DIBELS® Next Composite BOY Benchmark: 26 EOY Benchmark: 119 | | |
|---------|--|-------|--------|
| Student | BOY | EOY | change |
| 1 | 3 | 130 | +127 |
| 2 | 0 | 104 | +104 |
| 3 | 0 | 123 | +123 |
| 4 | 0 | 181 | +181 |
| Mean | .07 | 134.5 | +134.4 |
| St. Dev | 1.5 | 32.9 | |

Color Coding

Red = Well Below Benchmark/Likely to Need Intensive Support

Yellow = Below Benchmark/Likely to Need Strategic Support

Green = At or Above Benchmark

Note: See table in appendix for *DIBELS®* Summary of Benchmark Goals

Technical Report on Efficacy of 95 Percent Group's *Phonological Awareness Lessons*
K Small Group; Monroe Elementary, Davenport, IA – **Phonological Awareness Lessons Study 3**

DIBELS® Composite Scores indicated that no students were at Benchmark in the BOY testing cycle. While all students were in the highest risk category at the beginning of the year, 75% of them reached Benchmark by the end of the year. The development of these phonological awareness skills provides support for the development of the Alphabetic Principle skills both of which factor into the Composite score. *DIBELS® Next* Composite Score for Kindergarten combines multiple DIBELS® indicator scores in order to provide the best overall estimate of a student's reading proficiency. According to the Composite Score, one student increased by at least one risk level and three students increased by two risk levels.

These findings suggest that providing explicit instruction using the *Phonological Awareness Lessons* program as an intervention supports the development of foundational skills in reading, resulting in higher overall student achievement by end of year. Although phonological awareness may have been implicitly taught at other times during the core reading instruction, 95 Percent Group's *Phonological Awareness Lessons* were the explicit instruction in PA used for the intervention instruction for these students.

Summary and Conclusions:

This report summarizes data representing 4 students available for both pre- and post-testing in an inner city kindergarten classroom located in Mesa, Arizona. All students were eligible to receive free and reduced lunch. Although all 4 students were Hispanic, only one in this sample was classified as an English Language Learner.

All students were provided instruction with 95 Percent Group's *Phonological Awareness Lessons* as a small-group intervention. The duration of the instruction was 30 weeks, commencing in the fall, with each daily session lasting 30 minutes. Students were progress monitored using grade level appropriate *DIBELS® Next* Benchmark and Progress Monitoring measures. Progress monitoring occurred every three weeks. Students in this sample made significant gains in their DIBELS Composite score as a result of the intervention instruction they received, positioning them well for success at the next grade level. "Benchmark goals and cut points for risk for the DIBELS Composite Score are based on the same logic and procedures as the individual DIBELS measures; however, since the DIBELS Composite Score provides the best overall estimate of a student's skills, the DIBELS Composite Score should generally be interpreted first. If a student is at or above the benchmark goal on the DIBELS Composite Score, the odds are in the student's favor of reaching later important reading outcomes (Dynamic Measurement Group, December 2010, p.1)."

References:

Gillon, G. (2002, December 03). *Phonological Awareness Intervention for Children: From the Research Laboratory to the Clinic. The ASHA Leader.*

Technical Report on Efficacy of 95 Percent Group's *Phonological Awareness Lessons*
K Small Group; Monroe Elementary, Davenport, IA – **Phonological Awareness Lessons Study 2**

Technical Report

School: Monroe Elementary School

District: Davenport Community School District, Davenport, IA

Intervention Program: *Phonological Awareness Lessons* (part of the *Blueprint for Intervention*:[©] series), published by 95 Percent Group

- Study Form Name: *Phonological Awareness Lessons* Kindergarten Tier 2 or 3 Small Group Instruction; Monroe Elementary School, Davenport Community SD
- Technical Report Name: *Phonological Awareness Lessons* Study 2 Technical Report

Study Authors: Cindy Schollaert, Reading Coach; Allie Farrell, Kindergarten Teacher/Literacy Coach

Overview and Background

Davenport Community School District is composed of 19 elementary schools, 6 intermediate schools, and 4 high schools serving 15,990 students. The student population is diverse with 61.8 percent qualifying for free and reduced lunch. Additionally 18.6 percent of the students are African-American, 13.6 percent are Hispanic and the rest are a mixture of white and other ethnicity.

In 2012 the District's assessment data indicated that the needs of a large population of students weren't being met in the area of reading. Assessment scores had become stagnant and in some areas they were declining over the past few years. This prompted Davenport Community Schools to begin searching for literacy support to help improve student achievement in their elementary and intermediate grades.

95 Percent Group has worked with Davenport Community School District for the past two years, to assist them in the implementation of a multi-tiered system of instructional supports (MTSS) framework that utilizes 95 Percent Group's instructional materials and diagnostic assessments for placement of students and pre-and post-instruction testing.

During the 2013-2014 academic year, Davenport began the rollout of a district-wide implementation with 95 Percent Group, in which all elementary schools are placed in 3 Cohort groups. Cohort 1 was launched in the fall of 2013 and Cohort 2 was launched mid-year in January of 2014. Cohort 3 will be added in the Fall of 2014. Cohort 1 focused on the seven lowest achieving schools in the district and included Monroe Elementary School. During the academic year educators from Monroe Elementary School received professional development from 95 Percent Group and began to implement intervention instruction using 95 Percent Group resources including lessons from the *Phonological Awareness Lessons*. The *Phonological Awareness Screener for Intervention (PASI)* assessment was used to place students into intervention groups based on skill deficits. The PSI was also used as a pre-and post-lesson assessment. DIBELS[®] Next was used as a universal screening assessment, and given to all students throughout the district. Professional Development included an initial training along with four site-based coaching and observation visits with a 95 Percent Group consultant.

The study described below uses data from a representative sample of students assigned to one Kindergarten classroom at Monroe Elementary School.

Technical Report on Efficacy of 95 Percent Group's *Phonological Awareness Lessons*
K Small Group; Monroe Elementary, Davenport, IA – **Phonological Awareness Lessons Study 2**

Study Description

Objective of Study

The objective of this study was to evaluate the effectiveness of phonological awareness instruction with a small group of students using lessons from 95 Percent Group's *Phonological Awareness Lessons (part of the Blueprint for Intervention© series)* when taught four days a week during walk-to intervention time. According to Gail Gillon (2002, par. 5) "Measures of phonological awareness, particularly at the phoneme level, are powerful predictors of reading success and can predict early literacy performance more accurately than variables such as intelligence scores, vocabulary knowledge, and socioeconomic status."

Study Group

This study was conducted by the Kindergarten teacher, (Allie Farrell) and Literacy Coach (Cindy Schollaert) with a sample of 10 Kindergarten students identified as in need of intensive support through the use of a universal screener (*DIBELS® Next*). The sample was composed of 5 female students and 5 male students. The sample represents a widely diverse population in terms of ethnicity with 5 White students, 1 African-American student, 3 Hispanic, and 1 Asian/Pacific Islander. The school serves an inner-city poor socioeconomic population, as represented by the statistic that 95% of the students receive Free and Reduced Lunches. None of the students were identified with disabilities. One of the students was identified as an English Language Learner.

Treatment

Allie Farrell, Kindergarten teacher at Monroe Elementary School, began presenting lessons from *Phonological Awareness Lessons* to a small group of students identified as at risk through the use of a universal screener (*DIBELS® Next*) in late fall of 2013 and continued for 28 weeks. These lessons were delivered during walk-to-intervention time. Each instructional session lasted 45 minutes daily.

Study Controls

There was no control group for this study. All students in this school identified as in need of intervention receive appropriate instruction. It is believed that it would not be appropriate to deny access to intervention in order to create a control group.

Assessment

The assessments used for this sample are indicated in the table below.

| Assessment | Pretest Date | Posttest Date | Progress Monitoring |
|--|--------------|---------------|---|
| <i>DIBELS® Next</i> First Sound Fluency | 08/13 | 12/13 | Students were progress monitored using appropriate <i>DIBELS®</i> measures every 10 hours of instruction. |
| <i>DIBELS® Next</i> Phoneme Segmentation Fluency | 012/13 | 5/6/14 | |
| <i>PASI</i> | 08/13 | 05/6/14 | |

Responsibilities for the administration and recording of assessments were shared between the classroom teacher and the building literacy coach.

Technical Report on Efficacy of 95 Percent Group's *Phonological Awareness Lessons*
K Small Group; Monroe Elementary, Davenport, IA – **Phonological Awareness Lessons Study 2**

Fidelity

Over the course of the year, numerous fidelity checks were completed. Observational fidelity checks were conducted by district and building administration, utilizing a checklist provided by 95 Percent Group. In addition, a 95 Percent Group Consultant did walkthroughs, offering feedback during debriefing sessions with the teacher and administrators. The building literacy coach provided collegial coaching and lesson modeling several times during the year.

Sequence of Lessons

The students in the treatment condition were taught lessons from 95 Percent Group's *Phonological Awareness Lessons* program. Students were identified for treatment when they tested below benchmark in the school's universal screener (DIBELS Next) and then were assessed with a diagnostic assessment, *Phonological Awareness Screener for Intervention (PASI)*, to determine which skills they had mastered and which ones were not mastered. Students were placed in groups by lowest deficit skills along a continuum. The PASI skill numbers exactly correspond to the lesson numbers. Teachers began instruction at the lowest missing skill, taught lessons for 3 weeks, post-tested for mastery, and moved the students to the next missing skill. The continuum of skills is available in the appendix.

Summary of Study Findings

Below is a table showing the data collected by the school:

| | <i>DIBELS</i> ® Next First Sound Fluency Benchmark BOY: 10 Benchmark MOY: 30 | | | <i>DIBELS</i> ® Next Phoneme Segmentation Fluency Benchmark MOY: 20 Benchmark EOY: 40 | | | PASI™ Criterion Referenced Refer to chart for list of skills | | |
|---------|---|------|--------|---|------|--------|--|-----|--------|
| Student | BOY | MOY | change | MOY | EOY | change | BOY | EOY | change |
| 1 | 0 | 31 | + 31 | 12 | 47 | +35 | 1.1 | 5.9 | +36 |
| 2 | 0 | 18 | +18 | 12 | 31 | +19 | 1.6 | 5.4 | +26 |
| 3 | 0 | 22 | + 22 | 21 | 61 | +40 | 1.1 | 5.3 | +30 |
| 4 | 0 | 38 | + 38 | 19 | 54 | +35 | 1.6 | 5.9 | +31 |
| 5 | 1 | 24 | + 23 | 13 | 34 | +31 | 1.1 | 5.1 | +28 |
| 6 | 0 | 46 | + 46 | 33 | 43 | +10 | 1.6 | 5.3 | +25 |
| 7 | 27 | 44 | +17 | 33 | 53 | +23 | 1.6 | 5.7 | +29 |
| 8 | 0 | 27 | + 27 | 36 | 51 | +15 | 1.1 | 5.1 | +28 |
| 9 | 4 | 2 | -2 | 1 | 7 | +6 | 1.1 | 5.4 | +31 |
| 10 | 0 | 4 | + 4 | 14 | 19 | +5 | 1.1 | 5.1 | +28 |
| Mean | 3.2 | 25.6 | +22.4 | 19.4 | 40.0 | +20.6 | 1.3 | 5.4 | +4.1 |
| Std Dev | 8.5 | 15.0 | | 11.4 | 17.1 | | 0.3 | 0.3 | |

Color coding: Red = Well Below Benchmark/Likely to Need Intensive Support Yellow =
Below Benchmark/Likely to Need Strategic Support Green = At or Above
Benchmark

Note: See table in appendix for DIBELS® Summary of Benchmark Goals

Technical Report on Efficacy of 95 Percent Group's *Phonological Awareness Lessons*
K Small Group; Monroe Elementary, Davenport, IA – **Phonological Awareness Lessons Study 2**

All students in this sample classroom experienced gains in the development of phonemic awareness as evidenced by their First Sound Fluency (FSF) scores in *DIBELS® Next*. On *DIBELS® Next* First Sound Fluency (FSF) no students were at Benchmark at the beginning of year, increasing to 40% at Benchmark by middle of year. Not only was progress made for the entire group, but the amount of progress for some of the lowest students was significant. At the beginning of the year, 9 of the 10 students entered with FSF scores in the Well Below Benchmark/Likely to Need Intensive Support category. Of these 9 students in the Well Below Benchmark category, the following gains were achieved:

- 3 students improved two categories to Benchmark within the 6 weeks of instruction between the BOY and the MOY assessment,
- 3 students improved one category From Well Below Benchmark to Below Benchmark, and
- 1 student improved one category from Below Benchmark to Benchmark.

The development of these early phonological awareness skills provides support for the development of the higher level phonemic awareness skills necessary for skilled reading. *DIBELS®* Phoneme Segmentation Fluency scores indicated that 40% of students were at Benchmark in the MOY testing cycle. Because the teacher taught phoneme level skills in the program before the December BOY testing for PSF, many more students were already at benchmark in PSF by the initial screening of this skill compared with the entry point of FSF in the fall. By EOY, the number of Benchmark and Above Benchmark students had increased to 60%. Scores on the PASI show all students in this group moving toward grade level skills. Based on these results, it is clear that continued instruction will lay a solid foundation for acquisition of Alphabetic Principle Skills in first grade.

These findings suggest that providing explicit instruction using the *Phonological Awareness Lessons* program as a Tier 3 intervention supports the development of foundational skills in reading, resulting in higher overall student achievement by end of year. Although phonological awareness may have been implicitly taught at other times during the core reading instruction, 95 Percent Group's *Phonological Awareness Lessons* were the explicit instruction in PA used for the intervention instruction with this group of students.

Summary and Conclusions:

This report summarizes data representing 10 students available for both pre- and post-testing in an inner city kindergarten classroom located in Davenport, Iowa. 100% of these students received free and reduced lunch. Although the students represented several ethnicities, only one in this sample was classified as an English Language Learner.

All students were provided instruction with 95 Percent Group's *Phonological Awareness Lessons* as a small-group intervention. The duration of the instruction was 28 weeks, commencing in November, with each daily session lasting 45 minutes. Students were progress monitored using grade level appropriate *DIBELS® Next* Benchmark and Progress Monitoring measures. Progress monitoring occurred after every 10 hours of instruction. PASI™ was also used for Progress monitoring.

Fidelity monitoring occurred both formally and informally. Administrative walk-throughs, consultant visits with observation and feedback, videotaping with feedback, modeling by the building literacy coach, and collegial coaching all contributed to fidelity of implementation. Weekly data meetings and grade level meetings were also used to discuss implementation of the program.

Table of Skills in 95 Percent Group's *Phonological Awareness Lessons Program* and *PASI*

The results of *DIBELS*® Next First Sound Fluency (FSF) show significant gains for all students in the area of phonological awareness. On FSF no students were at Benchmark at the beginning of the year, increasing to 40% at Benchmark by the middle of the year. Phoneme Segmentation Fluency (PSF) measures a more complex phonemic awareness skill than FSF. When PSF is present a student typically has sufficiently developed phonemic awareness skills that then become an asset in acquiring Alphabetic Principle skills, the association of the sound with the letter that spells the sound. Gaining First Sound Fluency skills provides a foundation for development of these higher level skills measured by Phoneme Segmentation Fluency; the fact that all students achieved the middle risk category of PSF at mid-year and none were at the highest risk level supports this view. Furthermore, 60% of students achieved Benchmark status by end of year on PSF. These findings suggest that providing explicit instruction using the *Phonological Awareness Lessons* program as a small group intervention supports developing foundational skills in reading, resulting in higher overall student achievement by the end of the year. Although phonological awareness may have been implicitly taught at other times during the core reading instruction, 95 Percent Group's *Phonological Awareness Lessons* was the explicit instruction in PA used for this intervention group.

References:

Gillon, G. (2002, December 03). *Phonological Awareness Intervention for Children: From the Research Laboratory to the Clinic. The ASHA Leader.*

Appendix

Table of Skills in 95 Percent Group's *Phonological Awareness Lessons Program* and *PASI*

| Main Skill | Subskill | Description |
|---|----------|---|
| Skill 1: Concepts and Terms – Readiness (not PA) | 1.1 | Directionality |
| | 1.2 | Representation |
| | 1.3 | One-to-One Correspondence |
| | 1.4 | First and Last |
| | 1.5 | Application: Identification |
| | 1.6 | Beginning, Middle, and End |
| | 1.7 | Application: Categorization (Sorting by Exclusion) |
| | 1.8 | Manipulation: Deletion and Addition |
| | 1.9 | Manipulation: Substitution |
| Skill 2: Applying Language - Readiness(not PA) | 2.1 | Words in Phrases (Noun Phrases) |
| | 2.2 | Simple Sentences |
| | 2.3 | Manipulation: Deletion and Addition |
| | 2.4 | Manipulation: Substitution |
| Skill 3: Syllables | 3.1 | Segmenting/Blending (Compound Words) |
| | 3.2 | Application: Identification |
| | 3.3 | Application: Categorization (Sorting by Position) |
| | 3.4 | Manipulation: Addition |
| | 3.5 | Manipulation: Deletion |
| | 3.6 | Manipulation: Substitution |
| | 3.7 | Segmentation/Blending 2 Syllables (Noncompound Words) |
| | 3.8 | Counting (1-, 2-, and 3-Syllable Words) |
| | 3.9 | Application: Categorization (Sorting by Number) |
| Skill 4: Onset-Rime | 4.1 | Blending |
| | 4.2 | Segmentation |
| | 4.3 | Isolation |
| | 4.4 | Application: Identification |
| | 4.5 | Application: Categorization (Sorting by Exclusion) |
| | 4.6 | Manipulation: Substitution |
| Skill 5: Phonemes | 5.1 | Isolation (Initial Phonemes) |
| | 5.2 | Application: Identification (Initial Phonemes) |
| | 5.3 | Application: Categorization (Sorting by Initial Phonemes) |
| | 5.4 | Application: Categorization (Sorting by Exclusion) |
| | 5.5 | Blending (2-and 3-Phoneme Words) |
| | 5.6 | Segmentation (2-and 3-Phoneme Words) |
| | 5.7 | Segmentation (4-Phoneme Words) |
| | 5.8 | Application: Categorization (Sorting by Number) |
| | 5.9 | Manipulation: Addition |
| | 5.10 | Manipulation: Deletion |
| | 5.11 | Manipulation: Substitution |

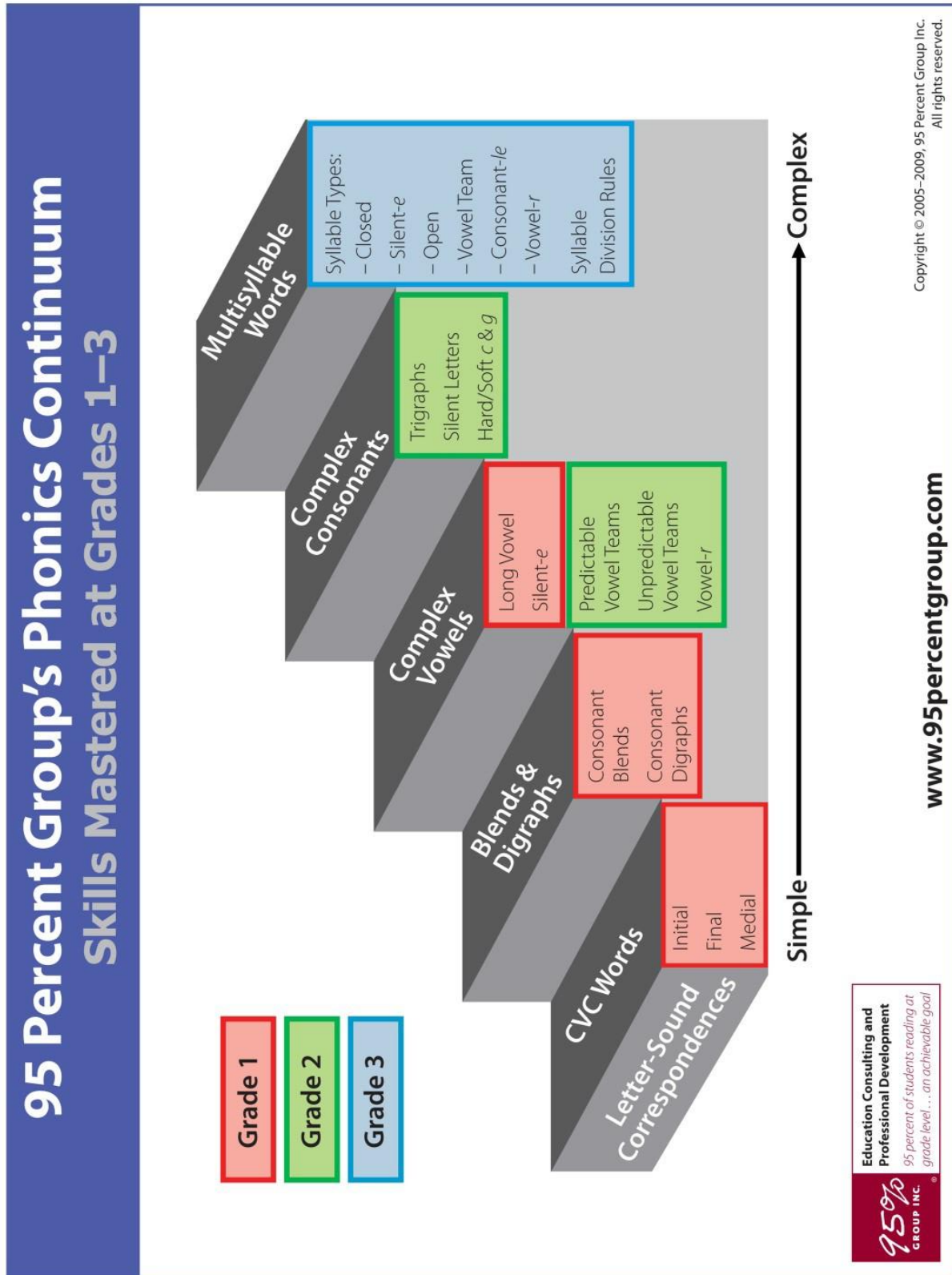
Technical Report on Efficacy of 95 Percent Group's Products
Appendix

Appendix 1 – Skill List for 95 Percent Group's *Phonics Chip Kit*

| BASIC | | ADVANCED | | MULTISYLLABLE | |
|----------------|--|----------------|---------------------------------------|-----------------|---|
| Skill 2 | Consonant Vowel Consonant (CVC) | Skill 6 | Predictable Vowel Teams | Skill 10 | Closed Syllables |
| 2.1 | Short Vowel, Short a | 6.1 | Vowel Teams (oa and igh) | 10.1 | Closed, Single Syllable |
| 2.2 | Short Vowel, Short a (Followed by Nasals) | 6.2 | Vowel Teams (oe and ee) | 10.2 | Closed, Simple Multisyllable |
| 2.3 | Short Vowel, Short i | 6.3 | Vowel Teams (ai and ay) | 10.3 | Closed, Complex Multisyllable |
| 2.4 | Short Vowel, Short o | 6.4 | Vowel Teams (oi and oy) | 10.4 | Closed, Schwa Multisyllable |
| 2.5 | Short Vowel, Short e | 6.5 | Vowel Teams (au and aw) | Skill 11 | Long Vowel Silent-e |
| 2.6 | Short Vowel, Short u | Skill 7 | Unpredictable Vowel Teams | 11.1 | Long Vowel Silent-e, Single Syllable |
| Skill 3 | Consonant Blends | 7.1 | Vowel Teams, Two Sounds of ie | 11.2 | Long Vowel Silent-e, Simple Multisyllable |
| 3.1 | Initial S-Blends | 7.2 | Vowel Teams, Two Sounds of ow | 11.3 | Long Vowel Silent-e, Complex Multisyllable |
| 3.2 | Initial L-Blends | 7.3 | Vowel Teams, Two Sounds of ea | Skill 12 | Open Syllables |
| 3.3 | Initial R-Blends | 7.4 | Vowel Teams, Two Sounds of oo | 12.1 | Open, Single Syllable |
| 3.4 | Initial 3-Letter Blends | 7.5 | Vowel Teams, Two Sounds of ou | 12.2 | Open, Simple Multisyllable |
| 3.5 | Final S-Blends | 7.6 | Vowel Teams, Two Sounds of ew | 12.3 | Open, Complex Multisyllable |
| 3.6 | Final L- and T- Blends | Skill 8 | Vowel-r | Skill 13 | Predictable Vowel Teams |
| 3.7 | Final Preconsonant Nasal Blends | 8.1 | Vowel-r: ar and or | 13.1 | Predictable Vowel Team, Single Syllable |
| 3.8 | Past Tense (Inflected -ed) | 8.2 | Vowel-r: er, ir and ur | 13.2 | Predictable Vowel Team, Multisyllable |
| Skill 4 | Consonant Digraphs | 8.3 | Words Beginning with w+ar and w+or | 13.3 | Unpredictable Vowel Team, Single Syllable |
| 4.1 | Initial Digraphs (ch/sh) | 8.4 | Vowel-r: Phonograms (air and are) | 13.4 | Unpredictable Vowel Team, Multisyllable |
| 4.2 | Final Digraphs (ch/sh) | 8.5 | Vowel-r: Phonograms (oar and ore) | Skill 14 | Consonant-le |
| 4.3 | Digraphs (th/wh) | 8.6 | Vowel-r: Phonograms (ear and ere) | 14.1 | Consonant-le, Single and Multisyllable |
| 4.4 | Final Digraph (ck) | Skill 9 | Complex Consonants | Skill 15 | Vowel-r |
| 4.5 | Floss Rule | 9.1 | Silent Letters (kn and gn) | 15.1 | Vowel-r, Single Syllable |
| 4.6 | Initial qu and Final x | 9.2 | Silent Letters (wr and mb) | 15.2 | Vowel-r, Simple Multisyllable |
| Skill 5 | Long Vowel Silent-e | 9.3 | Complex Consonants (ck and k) | 15.3 | Vowel-r, Complex Multisyllable |
| 5.1 | Long Vowel Silent-e, Long a | 9.4 | Complex Consonants (tch and ch) | | |
| 5.2 | Long Vowel Silent-e, Long i | 9.5 | Hard and Soft c and g | | |
| 5.3 | Long Vowel Silent-e, Long a, e, i, o, u | 9.6 | Phonograms (ace, age and ice) | | |
| 5.4 | Long Vowel Open Syllable | 9.7 | Complex Consonants (dge and ge) | | |
| 5.5 | Phonograms (ang, ing, and ong) | 9.8 | Past Tense Complex | | |
| 5.6 | Phonograms (ink, ank, and onk) | | | | |
| 5.7 | Phonograms (ild and ind) | | | | |
| 5.8 | Phonograms (old, olt, and ost) | | | | |
| 5.9 | Phonograms (all, oll, and alk) | | | | |
| 5.10 | Long Vowel Silent-e, Long e | | | | |
| 5.11 | Long Vowel Silent-e, Long o | | | | |
| 5.12 | Long Vowel Silent-e, Long u | | | | |

Appendix

95 Percent Group's Phonics Continuum



Technical Report on Efficacy of 95 Percent Group's Products
Appendix

DIBELS® Next: Summary of Benchmark Goals and Cut Points for Risk

| DIBELS Composite Score | | | | | | | | | | | | | | | | | | | | | | |
|------------------------------------|-----|-----|-----|-----|-----|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 26 | 122 | 119 | 113 | 130 | 155 | 141 | 190 | 238 | 220 | 285 | 330 | 290 | 330 | 391 | 357 | 372 | 415 | 344 | 358 | 380 | | |
| 13 | 85 | 89 | 97 | 100 | 111 | 109 | 145 | 180 | 180 | 235 | 280 | 245 | 290 | 330 | 258 | 310 | 340 | 280 | 285 | 324 | | |
| First Sound Fluency (FSF) | | | | | | | | | | | | | | | | | | | | | | |
| 10 | 30 | | | | | | | | | | | | | | | | | | | | | |
| 5 | 20 | | | | | | | | | | | | | | | | | | | | | |
| Letter Naming Fluency (LNF) | | | | | | | | | | | | | | | | | | | | | | |
| No benchmark set for LNF | | | | | | | | | | | | | | | | | | | | | | |
| Phoneme Segmentation Fluency (PSF) | | | | | | | | | | | | | | | | | | | | | | |
| 20 | 40 | 40 | | | | | | | | | | | | | | | | | | | | |
| 10 | 25 | 25 | | | | | | | | | | | | | | | | | | | | |
| Nonsense Word Fluency (NWF) | | | | | | | | | | | | | | | | | | | | | | |
| 17 | 28 | 27 | 43 | 58 | 54 | | | | | | | | | | | | | | | | | |
| 8 | 15 | 18 | 33 | 47 | 35 | | | | | | | | | | | | | | | | | |
| Whole Words Read | | | | | | 1 | 8 | 13 | 13 | | | | | | | | | | | | | |
| | | | | | | 0 | 3 | 6 | 6 | | | | | | | | | | | | | |
| DIBELS Oral Reading Fluency (DORF) | | | | | | | | | | | | | | | | | | | | | | |
| Words Correct | | | | | | 23 | 47 | 52 | 72 | 87 | 70 | 86 | 100 | 90 | 103 | 115 | 111 | 120 | 130 | 107 | 109 | 120 |
| | | | | | | 16 | 32 | 37 | 55 | 65 | 55 | 68 | 80 | 70 | 79 | 95 | 96 | 101 | 105 | 90 | 92 | 95 |
| Accuracy | | | | | | 78% | 90% | 90% | 96% | 97% | 95% | 96% | 97% | 96% | 97% | 98% | 98% | 98% | 99% | 97% | 97% | 98% |
| | | | | | | 68% | 82% | 81% | 91% | 93% | 89% | 92% | 94% | 93% | 94% | 95% | 95% | 96% | 97% | 94% | 94% | 96% |
| Percent Quality of Response | | | | | | 15 | 16 | 21 | 27 | 27 | 20 | 26 | 30 | 27 | 30 | 33 | 33 | 36 | 36 | 27 | 29 | 32 |
| | | | | | | 0 | 8 | 13 | 18 | 18 | 10 | 18 | 20 | 14 | 20 | 24 | 22 | 25 | 25 | 16 | 18 | 24 |
| | | | | | | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 3 |
| | | | | | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 2 | 2 | 1 | 1 | 2 |
| Daze | | | | | | 8 | 8 | 11 | 19 | 15 | 17 | 24 | 24 | 18 | 20 | 24 | 18 | 20 | 24 | 18 | 19 | 21 |
| | | | | | | 5 | 5 | 7 | 14 | 10 | 12 | 20 | 20 | 12 | 12 | 20 | 12 | 13 | 18 | 14 | 14 | 15 |
| | | | | | | End | End | End | End | End | End | End | End | End | End | End | End | End | End | End | End | End |
| | | | | | | Mid | Mid | Mid | Mid | Mid | Mid | Mid | Mid | Mid | Mid | Mid | Mid | Mid | Mid | Mid | Mid | Mid |
| | | | | | | Begin | Begin | Begin | Begin | Begin | Begin | Begin | Begin | Begin | Begin | Begin | Begin | Begin | Begin | Begin | Begin | Begin |
| Kindergarten | | | | | | | | | | | | | | | | | | | | | | |
| First Grade | | | | | | | | | | | | | | | | | | | | | | |
| Second Grade | | | | | | | | | | | | | | | | | | | | | | |
| Third Grade | | | | | | | | | | | | | | | | | | | | | | |
| Fourth Grade | | | | | | | | | | | | | | | | | | | | | | |
| Fifth Grade | | | | | | | | | | | | | | | | | | | | | | |
| Sixth Grade | | | | | | | | | | | | | | | | | | | | | | |

This is a summary of the DIBELS Next benchmark goals. For a full description, see the *DIBELS Next Benchmark Goals and Composite Score* document available from <http://dibels.org/>.
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