

PROGRAM DESCRIPTION

95 Phonics Lesson Library (95 PLL) is a phonics intervention program designed for grades K-5. It provides explicit, systematic, and sequential instruction of phonics, syllable types, and word analysis strategies for single and multi-syllable words in a small group setting. The model has a clear scope and sequence and includes many articulatory features, decoding and encoding lessons, and decodable text passages allowing structured transfer-to-text processes.

STUDY DETAILS

Location

Ohio

Analysis Sample Sizes

4th and 5th graders

- 2 treatment schools, 121 students
- 3 comparison schools, 129 students

Demographics

81% Minority | 30% Disability |
7.5% ELL

Time Frame

August 2023-May 2024

Implementation Description

- Treatment teachers used 95 PLL for their daily Tier 2 intervention
- Comparison teachers used a mix of West Virginia Phonics, MindPlay Reading, and other resources for daily Tier 2 intervention

Methodology

- BOY and EOY scores on Acadience and MAP Growth were compared.

STUDY CONTEXT

95 Percent Group hired LXD Research as a third-party researcher to investigate the impact of 95 PLL on 4th and 5th grade literacy in Ohio. Two schools used 95 PLL and 3 were comparison. Using the district's assessments of Acadience Reading and NWEA MAP Growth from Beginning-of-YEAR (BOY) and End-of-Year (EOY), LXD ran analyses to understand impact of 95 PLL on test scores.

KEY FINDINGS

95 PLL 4th and 5th graders showed growth on the EOY Acadience assessment with 26% of 4th graders and 19% of 5th graders being On/Above Benchmark, closing their reading gaps in one year. 23% of comparison students were On/Above Benchmark in grade 4 and 2% in grade 5. On MAP Growth, both 4th and 5th grade 95 PLL students showed significant growth with 8% of 4th graders and 6% of 5th scoring High/High Average by EOY. Only 2% of comparison 4th graders and 3% of 5th graders scored High/High Average. An additional 21% of comparison 4th graders and 5th graders were considered Low compared to 95 PLL students at EOY.



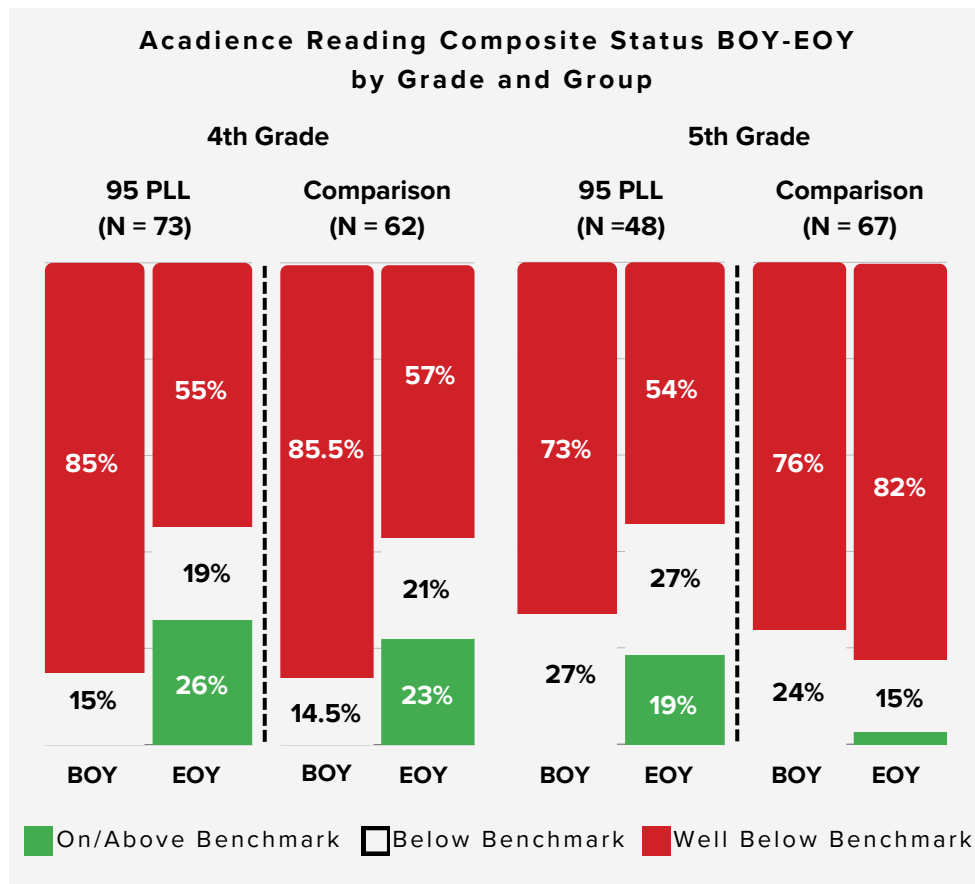
More 95 PLL 4th and 5th graders are considered On/Above Benchmark on the EOY Acadience assessment. On MAP Growth, the mean RIT score was higher for 95 PLL 4th and 5th graders than the comparison. The effect size of 95 PLL 5th grade RIT growth was .68 showing high practical significance.

Assessment Proficiency Rates in % of Students at EOY

Grade	Group	Acadience % At/Above	MAP Growth % High or High/Average
4	PLL	26%	8%
4	Comp.	23%	2%
5	PLL	19%	6%
5	Comp.	3%	3%

ACADIENCE FINDINGS

At baseline, both the 4th and 5th grade samples had similar average composite scores. Over the year, 95 PLL students showed substantial growth with 26% of 4th graders and 19% of 5th graders being considered On/Above Benchmark by the EOY. This is an additional 7% more 4th graders and 13% of 5th graders than the comparison group. T-tests revealed that 95 PLL 4th graders were 15 points higher at the EOY than the comparison group, while not significant. For the 95 PLL 5th graders, they made significantly greater growth across the year than the comparison students ($t = 3.53$, $p = .00$, Cohen's $d = .68$), a 108 point improvement vs. 67 point improvement. The comparison 5th graders had an additional 6% of students Well Below Benchmark whereas the 5th grade 95 PLL students had a 19% decrease in students labeled Well Below Benchmark. See full report for subdomain growth.

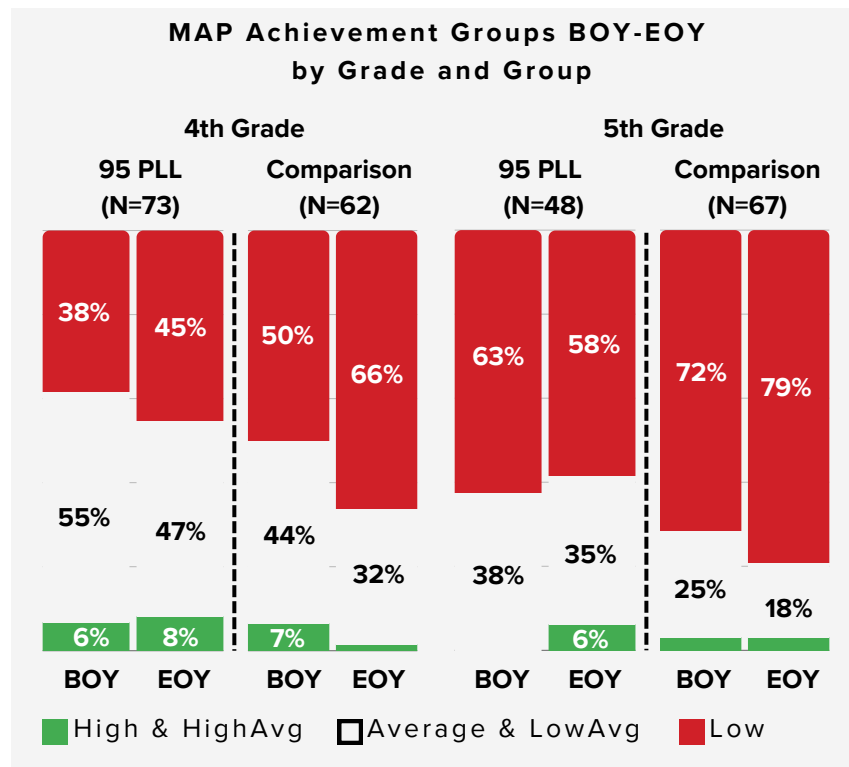


5th Grade Highlighted Growth

Groups	BOY to EOY (mean raw score)	Difference	T-Test Result
PLL (N=48)	183 to 290	+108 pts	PLL Higher Growth from BOY to EOY: $t = 3.53$, $p = .00$, Cohen's $d = .68$
Comparison (N=67)	158 to 225	+67 pts	

MAP GROWTH FINDINGS

On the MAP assessment, 95 PLL students outperformed comparison students in both grades. 4th graders using 95 PLL ended the year with 8% considered High and High Average, while comparison 4th graders had only 2% considered High and High Average. Similarly, 95 PLL 5th graders grew where 6% were considered High and High Average at the EOY while comparison stayed the same at 3%. T-tests revealed that the growth for both 95 PLL 4th graders ($t = 2.57$, $p = .01$, Cohen's $d = .44$) and 5th graders ($t = 2.64$, $p = .01$, Cohen's $d = .50$) from BOY-EOY compared to the comparison were statistically significant with high practical significance. See full report to see subdomain growth.



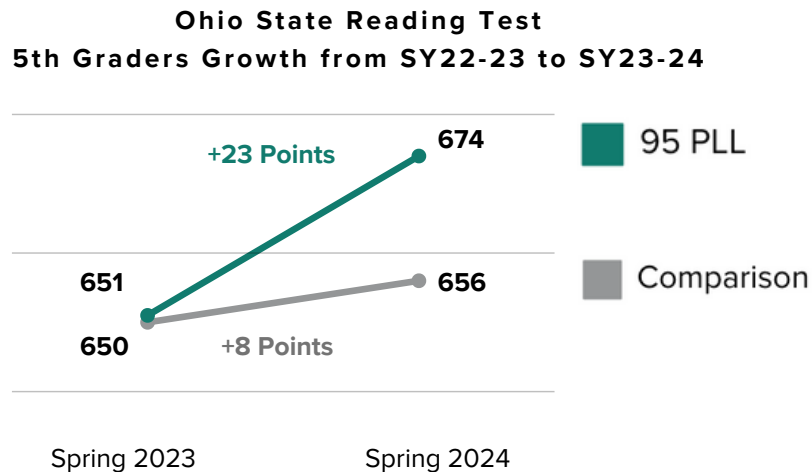
Note. High average and high achievement groups were combined to form the high achievement group and the average and low average achievement groups were combined to form the medium achievement group.

Grade 5 Highlighted MAP Growth

Groups	BOY to EOY (mean RIT score)	Change	T-Test Result
PLL (N=48)	185 to 193	7.92	PLL Higher EOY RIT Scores: $t = 2.64$, $p = .01$, Cohen's $d = .50$
Comparison (N=67)	184 to 185	1.18	

OHIO STATE TEST FINDINGS: GROWTH

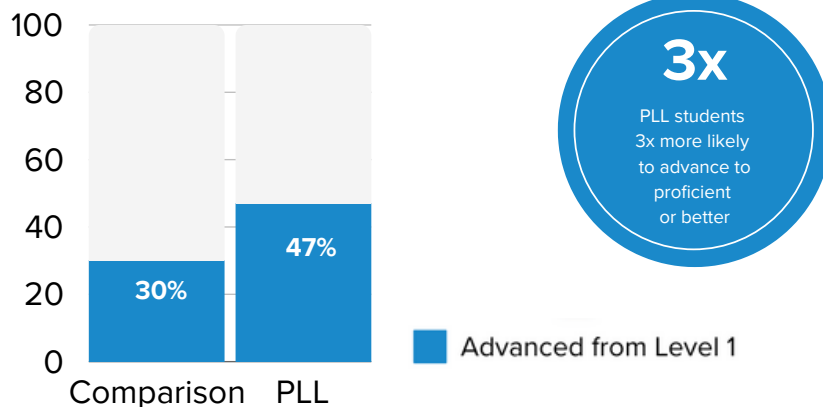
As this study investigated 4th and 5th graders, LXD also measured the impact on the Ohio state test. Although 4th Grade students showed similar change in both conditions, 95 PLL 5th graders grew significantly more from Spring 2023 to Spring 2024 vs the comparison group - 95 PLL 5th graders showed almost triple the growth (+23.4 points) vs the comparison group (+8.2 points; $p < .05$, Cohen's $d = .46$).



OHIO STATE TEST FINDINGS: PERFORMANCE LEVELS

A majority of this study's fifth graders were in Performance Level 1 (88%) when they were fourth graders, part of why these students were flagged for intervention during 2023-2024. While not all students were able to advance to proficient in just one year, almost half of the PLL students who were in Level 1 (Did Not Meet Expectations) advanced out of Level 1 by the end of fifth grade. Overall, fifth graders in the PLL group were three times more likely to advance to Proficient or better on the OST than the comparison group.

**Grade 5 Students Advanced from
Performance Level 1 in Spring 2023**



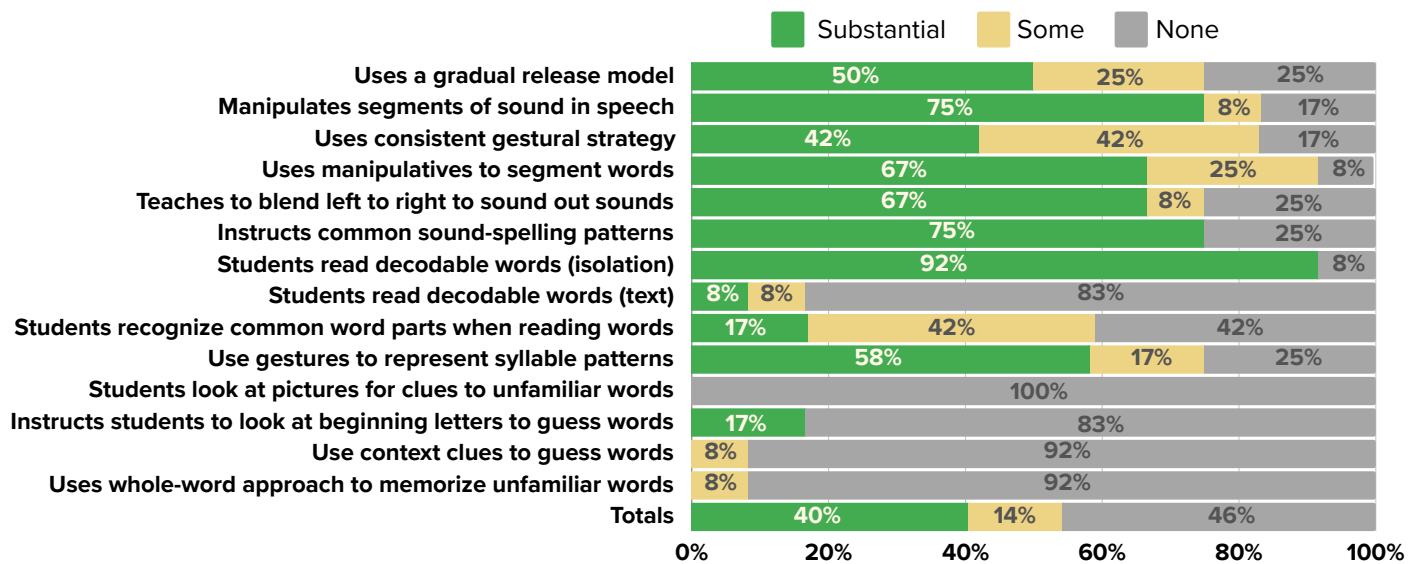
EDUCATOR VOICES

LXD Researchers interviewed administrators and conducted teacher focus groups of the 95 PLL schools to understand their perspective of 95 PLL implementation and feedback from their educators. Overall, their thoughts were positive indicating how they are noticing a difference within their students confidence levels when reading as well as their educator's confidence levels as they are learning how to teach reading better and becoming stronger teachers because of it.

SITE OBSERVATIONS - PHONICS INSTRUCTIONAL STRATEGIES

LXD Researchers visited 12 classrooms implementing 95 PLL and 12 classrooms serving as comparison in Youngstown. The researchers noted the level of instructional strategies focusing on phonics during the lesson time observed. 95 PLL classrooms had more substantial levels of phonics instructional strategies than the comparison with 40% of lesson time observed in total showing a substantial amount of the strategies while comparison only had 5% overall. The observation results highlighting the substantial day-to-day phonics instruction in the classroom supports the assessment results indicating significant student growth from BOY-EOY. See report for more details on site observations.

95 PLL Classrooms



Comparison Classrooms

