



### PROGRAM DESCRIPTION

95 Phonics Core Program (95 PCP) is a Tier 1, phonics curriculum designed for grades K-5 to support students with phonics and morphology skills and reading more intricate texts. For grades 4 and 5, the 30-minute daily lessons focus on word study where students move beyond simple decoding where they can understand words in decodable and non-decodable text passages. The lessons include explicit instruction on syllable types and morphology, reading authentic texts, and demonstrating comprehension through oral and written responses.

### STUDY DETAILS

#### Location

Boerne, Texas

#### Analysis Sample Sizes

Grade 4 and 5

- 95 PCP: 441 students
- Comparison: 288 students

#### Demographics

64% White; 29% Hispanic | 50% Male  
14% FRL | 2% ELL | 17% SPED

#### Time Frame

August 2023-June 2024

#### Implementation Description

- 95 PCP teachers used 95 PCP daily for Tier 1 core phonics instruction
- Comparison teachers used SAVVAS myView Literacy

#### Methodology

- Compared student BOY-EOY scores on Istation and STAAR

### STUDY CONTEXT

95 Percent Group hired LXD Research as third-party researchers to investigate the impact of 95 PCP Tier 1 instruction on 4th and 5th graders' literacy in Boerne, Texas. Two schools were selected to use 95 PCP and two schools were comparison. Using the district's formative assessment of Istation from the Beginning-of-Year (BOY) and End-of-Year (EOY) and the State of Texas Assessments of Academic Readiness (STAAR) from Spring 2023 and Spring 2024, LXD Research was able to run analyses to understand the impact of 95 PCP on student scores. The EOY findings show encouraging results that using 95 PCP as core instruction can significantly improve literacy assessment scores, subdomain scores, and STAAR state test scores.

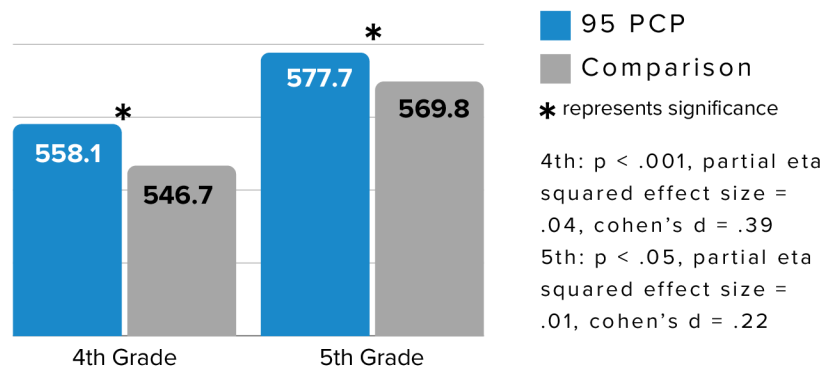
### KEY FINDINGS

Both 95 PCP 4th and 5th graders showed significantly higher EOY Istation subdomain scores than the comparison group in the Comprehension and Text Fluency subdomains. Across grades 4-5 combined, Istation Overall Scale Score showed significantly greater change from fall-spring among Istation Tier 2 & 3 students than Tier 1 students. On STAAR Reading Overall Scale Scores, combined 4th and 5th 95 PCP graders showed significantly more growth than their comparison peers from Spring 2023 to Spring 2024.



**Both 95 PCP 4th and 5th graders had significantly higher 2024 Istation Reading Overall Scale Scores than their comparison group peers.**

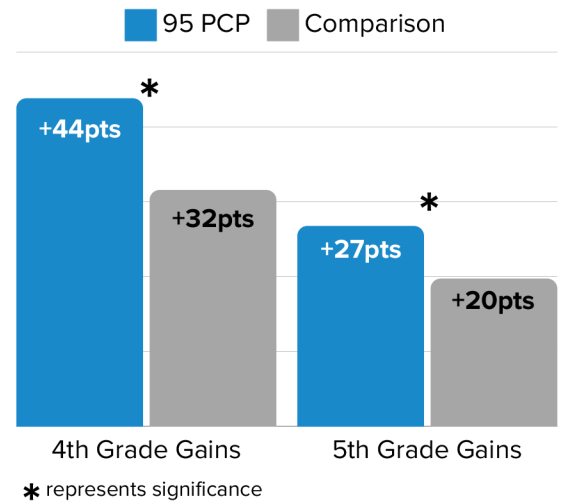
**Spring 2024 Istation Reading Overall Scale Scores**



### ISTATION OVERALL SCALE SCORE BOY-EOY GAINS

4th and 5th grade 95 PCP students had significantly higher growth from BOY-EOY on Istation Overall Scale Scores compared to the comparison group. For 4th grade, 95 PCP students grew from 514.2 points at BOY to 558 points at EOY, a 43.8 point increase, a significant difference from comparison 4th graders who grew 31.58 points, 515.2 points at BOY to 546.8 points at EOY, ( $p < .001$ , partial eta squared effect size = .037, cohen's  $d = .39$ ). For 5th grade, 95 PCP students grew from 550.9 points at BOY to 577.7 points at EOY, a 26.77 point increase, a significant difference from the comparison 5th graders who grew 19.73 points over the year, 550.1 at BOY to 569.8 at EOY ( $p = .04$ , partial eta squared effect size = .012, cohen's  $d = .22$ ).

Istation Overall Scale Score Gains from Fall 2023 - Spring 2024



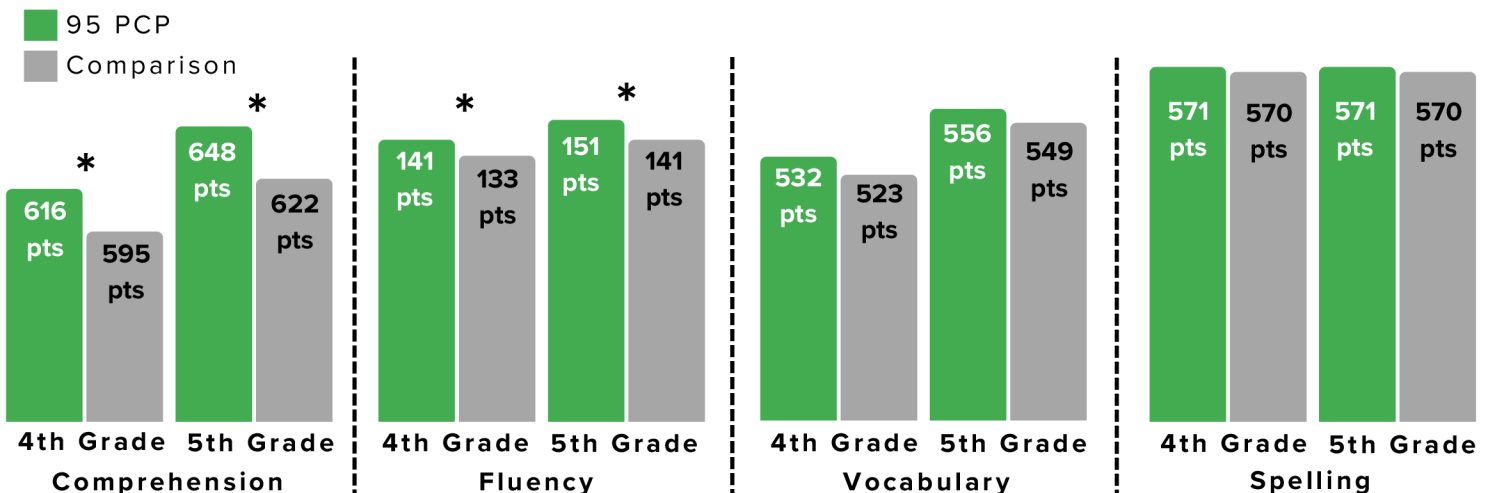
### ISTATION READING SUBDOMAINS

#### Comprehension Subdomain

- 4th grade 95 PCP students showed significantly higher EOY Comprehension scale scores (616.4) than their comparison group peers (595.0) when controlling for Fall 2023 Istation Comprehension scores and economic disadvantage ( $p < .001$ , partial eta squared effect size = .03, cohen's  $d = .34$ ), an additional 21.4 points. 5th grade 95 PCP students also showed significantly higher EOY Comprehension scale scores (647.7) than their comparison group peers (621.5) when controlling for Fall 2023 Istation Comprehension scores and economic disadvantage ( $p < .001$ , partial eta squared effect size = .04, cohen's  $d = .38$ ), an additional 26.2 points.

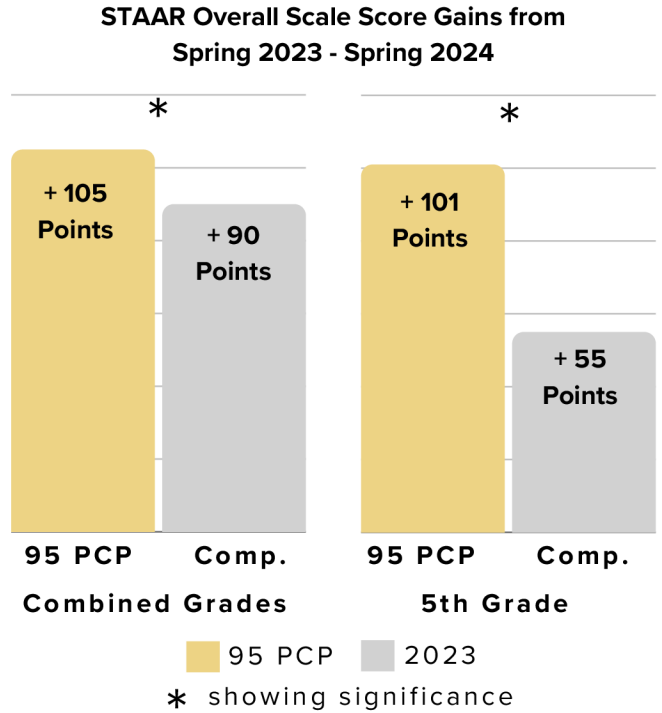
#### Text Fluency Subdomain

- 95 PCP 4th graders showed significantly higher EOY Text Fluency scores (140.9) than their comparison group peers (133.0) when controlling for Fall 2023 Istation Text Fluency scores and economic disadvantage ( $p = .02$ , partial eta squared effect size = .01, cohen's  $d = .24$ ), an additional 7.9 points. 95 PCP 5th graders also showed significantly higher EOY Text Fluency scores (151.0) than their comparison group peers (140.7) when controlling for Fall 2023 Istation Text Fluency scores and economic disadvantage ( $p = .01$ , partial eta squared effect size = .02, cohen's  $d = .28$ ), an additional 10.3 points.



### STAAR STATE TEST OVERALL SCORES

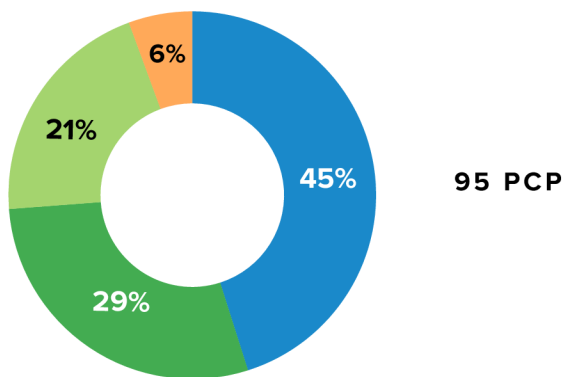
95 PCP Students in grades 4-5 combined showed significantly more growth in reading overall scale scores (+104.9 Points) than their comparison group peers (+89.7 points) from Spring 2023-Spring 2024 ( $p < .05$ , Cohen's  $d$  effect size = .15). Specifically, 95 PCP 5th graders showed significantly more growth in reading overall scale scores (+101.1 Points) than their comparison group peers (+55.4 points) from Spring 2023-Spring 2024 ( $p < .001$ , Cohen's  $d$  effect size = .43). 95 PCP 5th graders also showed significantly higher 2024 STAAR reading overall scale scores (1694.4) than their comparison group peers (1645.9) when controlling for Spring 2023 STAAR scale scores ( $p < .001$ , partial eta squared effect size = .05).



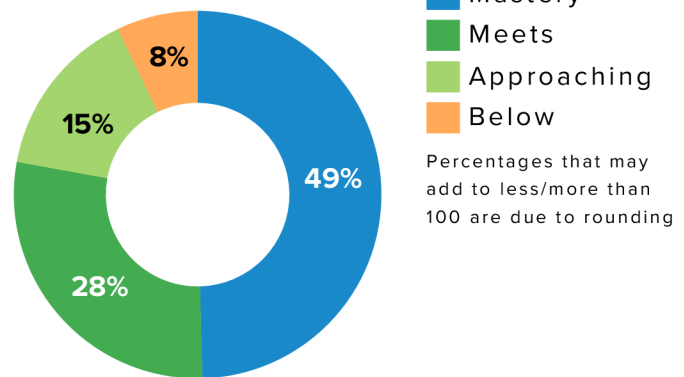
### STAAR BENCHMARK LEVEL

95 PCP Students in grades 4-5 combined were **significantly more likely** to be in the mastery reading benchmark (45.1%) than their comparison group peers (37.7%) by Spring, 2024 ( $p = .049$ , Phi coefficient effect size = .04). More specifically, 95 PCP Students in grade 5 were **significantly more likely** to be in the mastery reading benchmark (49.3%) than their comparison group peers (33.3%) by Spring, 2024 ( $p = .004$ , Phi coefficient effect size = .16).

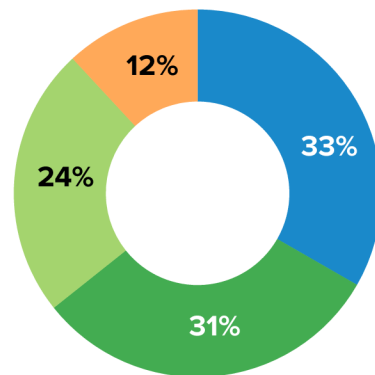
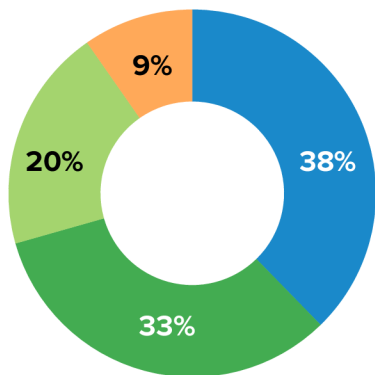
4th and 5th Grade Combined



5th Grade Only



Comparison



■ Mastery  
■ Meets  
■ Approaching  
■ Below

Percentages that may add to less/more than 100 are due to rounding

## EDUCATOR VOICES

To understand the 95 PCP implementation perspective, teachers completed a survey, LXD interviewed multiple administrators (i.e. literacy coaches) and interviewed 4th and 5th graders in focus groups from participating schools.

### Usage

- majority of teachers said they use 95 PCP daily for 25-30 minutes
- teachers particularly enjoyed using the presentation slides, student workbooks, student morphology key, and the reading passages, finding those materials informative and easy to use

### Comfort Level

- teachers mentioned taking some time to get comfortable using the program and the routine, but once they did, the structure was easier to follow
- teachers noted that for themselves and the students, there was a learning curve and adjustment period to the program as it was new to all parties

### Professional Development

- as teaching phonics this explicitly was new to the fourth and fifth grade teachers, they expressed a need for more in depth training throughout the year to aid them in background knowledge and implementation

### Academic Growth

- while the teachers felt that the program took a chunk of time out of the already very busy academic day, they did mention seeing cross-curricular growth

“I just feel like this program has given them some of the tools they didn't have before to make that kind of progress. So it's been really exciting for me. And those students”

“I feel like I've learned with the kids and with the teachers”

“As the inclusion teacher, I push into the fourth grade classes...and they were kind of getting stagnant with their fluency growth...now that they have these tools to use...they can break up and decode words, and they didn't know how to do that before”

“They have these tools now that they can get through some of those words and then sound them out, and then they realize, oh, that's a word I know. That's a word I recognize.”

“It's been helping them with academic vocabulary in both math and science, because the passages are cross-curricular”