



### 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, 157 students
- 3 comparison schools, 260 students

#### Demographics

76% Minority | 29.5% Disability | 9% LEP

#### 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

#### Methodology

- BOY, MOY, and EOY scores on Acadience Reading and Ohio State Test

### 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 formative assessment of Acadience Reading to see the progress at mid-year and the Ohio State Test to see the growth at the end-of-year (EOY), LXD ran analyses to understand impact of 95 PLL on test scores.

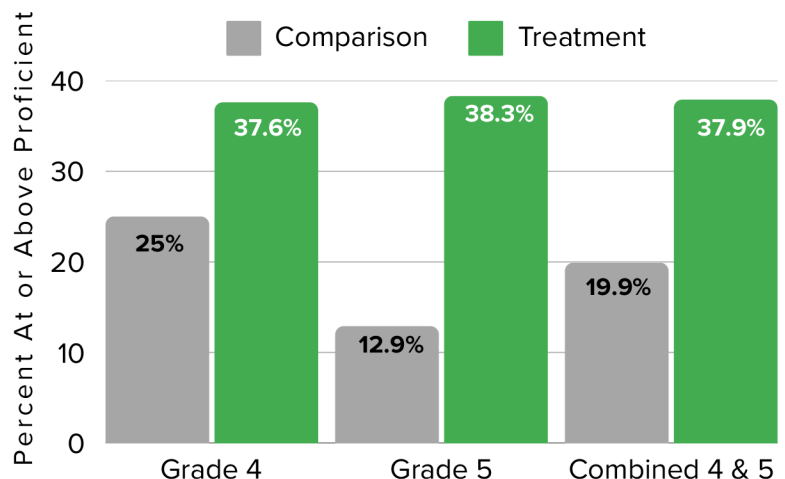
### KEY FINDINGS

95 PLL 4th and 5th graders showed growth on the middle-of-year (MOY) Acadience assessment with 24% of 4th graders and 15% of 5th graders being On/Above Benchmark, closing their reading gaps in half a year. 21% of comparison students were On/Above Benchmark in grade 4, 6% less than at beginning-of-year (BOY), and 7% in grade 5. On the EOY Ohio State Test, 95 PLL students in both grades showed significantly higher Spring 2024 scores than their comparison peers. These results shows the impact of 95 PLL throughout the year on both formative and summative assessments.

**More 95 PLL 4th and 5th graders are considered On/Above Benchmark on the MOY Acadience assessment. Both 4th and 5th graders scored significantly higher on the Ohio State Test in Spring 2024 with high practical significance of .58 and .87, and more likely be to be considered At/Above Proficient.**

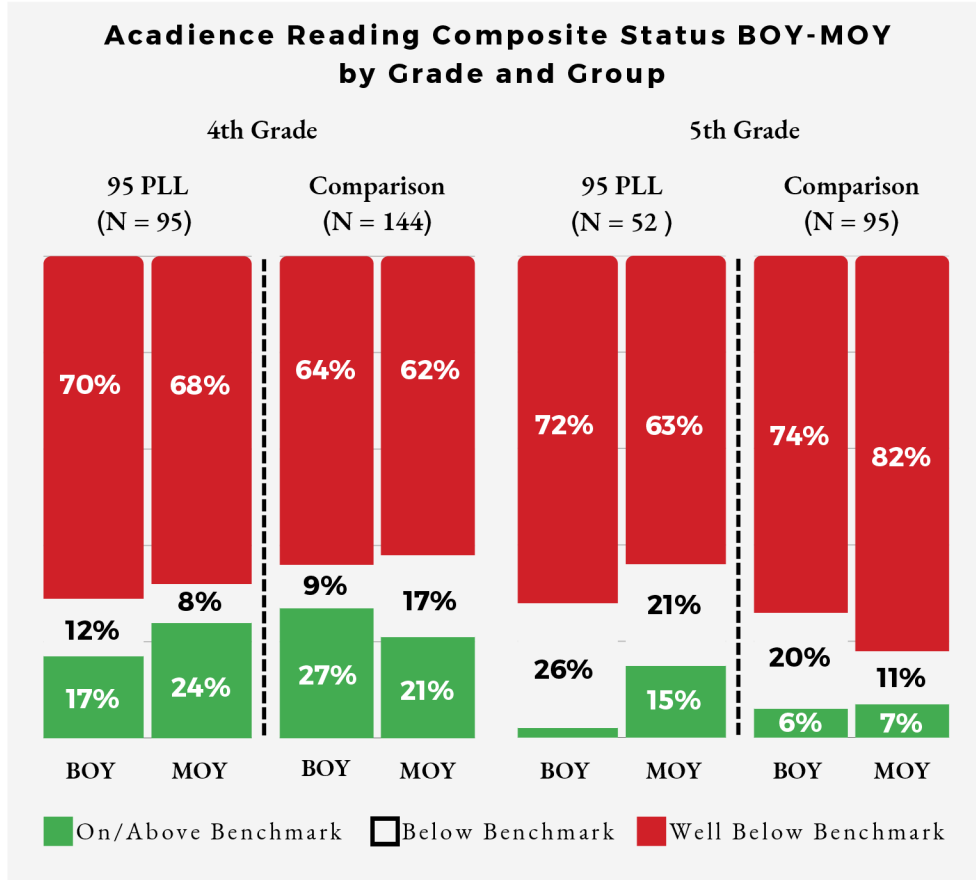


Percentage of Students At or Above Proficient by Grade and Group



**ACADIENCE FINDINGS**

At baseline, both the 4th and 5th grade samples had similar average composite scores. Over the first half of the year, 95 PLL fourth graders' Acadience scores grew 5 points more from BOY-MOY was 5 than the comparison group. Fifth grade 95 PLL students (68 points) grew more than double the comparison group (25 points), a significant difference ( $p < .05$ , Cohen's  $d$  effect size = .68). These overall score differences were also detected in the benchmark status change. By mid-year, the 95 PLL schools had more than twice the percentage of students on grade level mid-year relative to the comparison group. 24% of 95 PLL 4th graders and 15% of 95 PLL 5th graders were considered On/Above Benchmark by the MOY. 24% of 95 PLL 4th graders and 15% of 95 PLL 5th graders were considered On/Above Benchmark by the MOY.



An analysis was conducted on a subgroup of interest to examine growth for students considered “Well Below Benchmark” at BOY. In this subgroup, Grade 4 students in the 95 PLL group made similar gains in Acadience reading scores to the comparison group at MOY. However, fifth grade 95 PLL students who began the school year well below grade level grew significantly more from BOY to MOY (57 points) than the comparison group students in the same subgroup (23 points;  $p < .05$ , Cohen's  $d$  effect size = .63).

Groups	BOY to MOY (mean raw score)	Mean Growth from BOY-MOY	T-Test Result
95 PLL	132 to 188	57	95 PLL grew more from BOY to MOY: $t = 2.7, p < .05, \text{Cohen's } d = .63$
Comparison	123 to 145	23	

**OHIO STATE TEST FINDINGS: EOY SCORES**

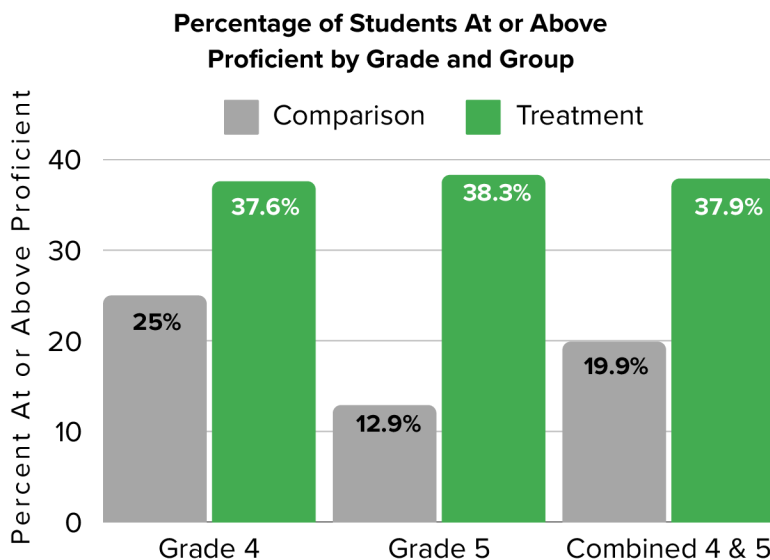
As this study investigated 4th and 5th graders, LXD also measured the impact on the Ohio State Test. Both fourth and fifth graders had significantly higher EOY Spring 2024 Ohio State Test reading overall scores than their comparison group peers. The 95 PLL Students in Grade 4 showed significantly higher spring 2024 OST reading overall scores (654.4) than their comparison group peers (640.4;  $p < .001$ ), with a moderate effect size of .58 indicating moderate to high practical significance. Likewise, 95 PLL Students in Grade 5 showed significantly higher OST reading overall scores (653.4) than their comparison group peers (635.6;  $p < .001$ ) with a strong effect size of .87 showing high practical significance.

**Ohio State Reading Test Scores Spring 2024**

Grade	Group	OST Mean	Significance and Cohen's d Effect Sizes
Grade 4	Comparison	640.4	p < .001, Cohen's d = .58
Grade 4	Treatment	654.4	
Grade 5	Comparison	635.6	p < .001, Cohen's d = .87
Grade 5	Treatment	653.4	

**OHIO STATE TEST FINDINGS: PERFORMANCE LEVELS**

LXD Researchers compared the relative percentage of students “At or Above Proficient” benchmark groups in Spring 2024. 95 PLL Students in Grades 4-5 combined were significantly more likely to be at or above proficient (37.9%) than their comparison group peers (19.9%) by Spring 2024 ( $p = .049$ , Phi coefficient effect size = .04). These trends were similar for both grades 4 and 5 as shown below.



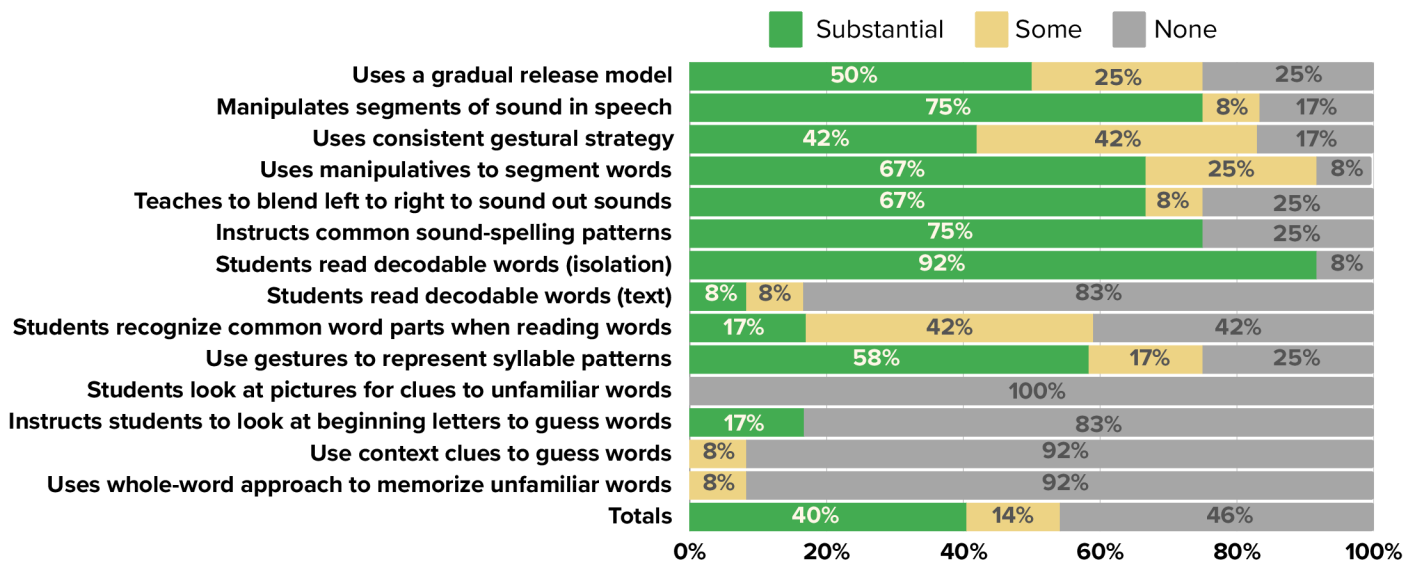
## EDUCATOR VOICES

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

