



LXDRESEARCH
AT CHARLES RIVER MEDIA

Evaluating the Effectiveness of 95 Phonics Core Program™ on 4th and 5th Grade Literacy

2023-2024 School Year Report



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Educators search for high-quality research and evidence-based interventions to strengthen grant applications, to support comprehensive and targeted schools, or to implement new programming in their schools. Evidence requirements under the Every Student Succeeds Act (ESSA) are designed to ensure that states, districts, and schools can identify programs, practices, products, and policies that work across various populations.

Educational programs document their evidence of design, effectiveness, and impact in order to be eligible for federal funding. While there is no singular authority that determines a program's tier, the Department of Education's Office of Educational Technology provides standards to assess the varying levels of strength of research for education products.

The categories for ESSA Evidence are: strong (Tier 1), moderate (Tier 2), and promising (Tier 3) evidence of effectiveness, or demonstrates a rationale to be effective (Tier 4).

This product meets the requirements for Tier 2:

- ✓ In a quasi-experimental design, students who used the program are examined against a comparison group through matching.
- ✓ At least one quasi-experimental study with the proper design and implementation with at least two teachers and a multi-site sample of 350 students showed statistically significant, positive findings.
- ✓ The study uses a program implementation that could be replicated.
- ★ A third-party research organization has reviewed the documentation for ESSA validation.



When product designers leverage learning sciences to design and evaluate the effectiveness of their programs, educators can better target instruction, and students' skills soar. A matched, quasi-experimental study design using standardized assessment data, an analysis of student growth, and educator feedback demonstrates this product's efficacy, meeting the criteria for LXD Research's ESSA Tier 2 Evidence.

– Rachel Schechter, Ph.D., Founder of LXD Research

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.

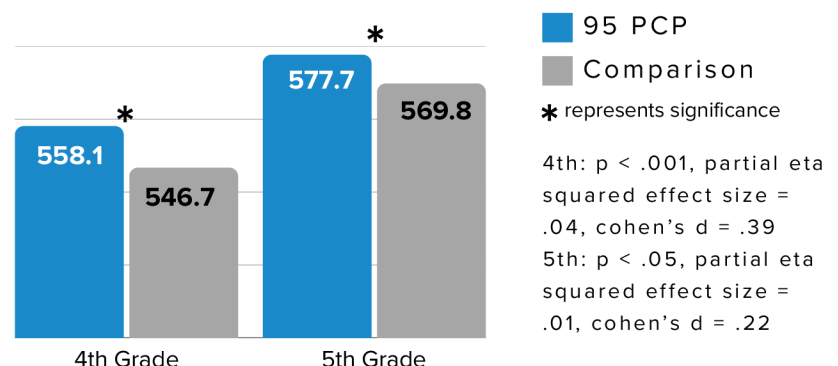
KEY FINDINGS

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.

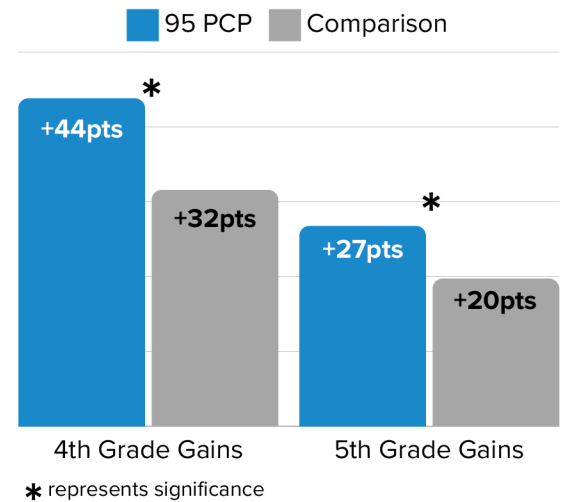
Spring 2024 Istation Reading Overall Scale Scores



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



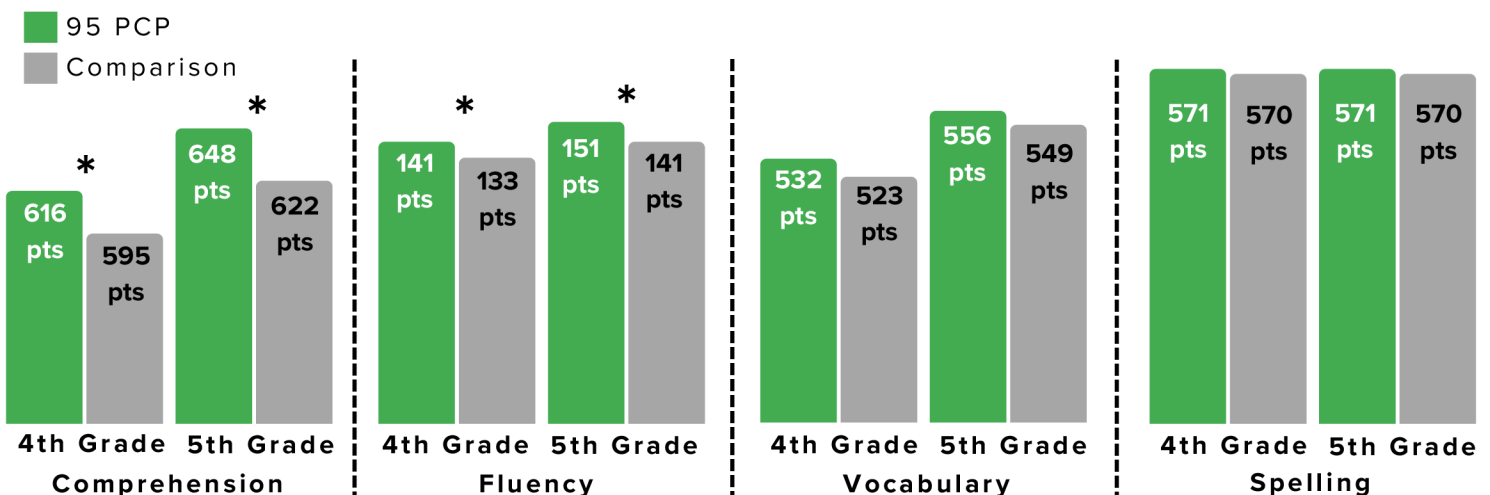
ISTATION READING SUBDOMAINS

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

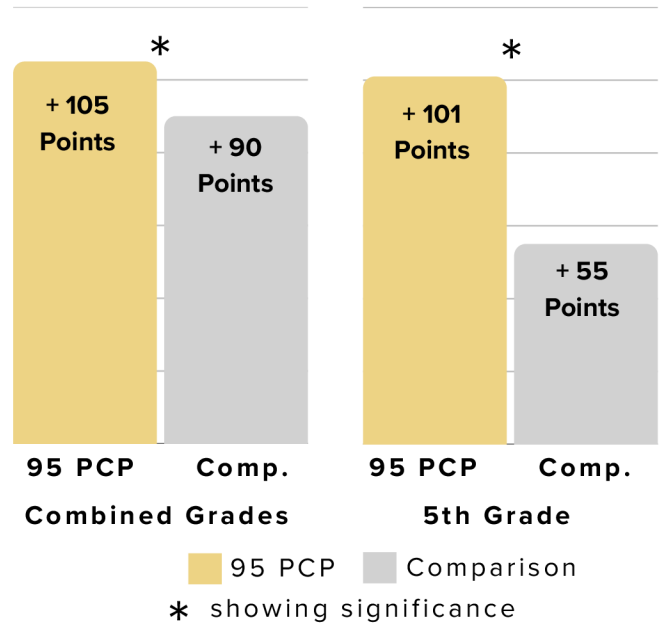
- 95 PCP 4th graders showed significantly higher EOY Text Fluency scores (140.9) than their comparison group peers (133.0) when controlling for Fall 2023 Istation Text Fluency scores and economic disadvantage ($p = .02$, partial eta squared effect size = .01, cohen's $d = .24$), an additional 7.9 points.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

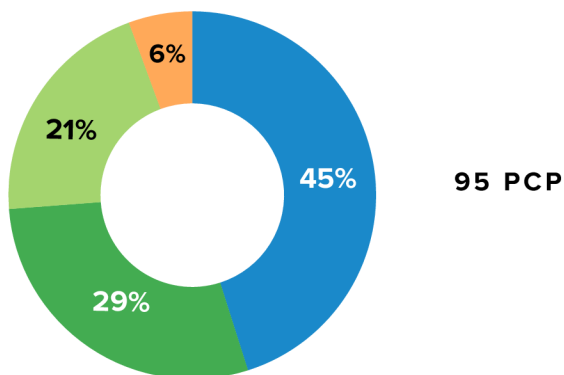
STAAR Overall Scale Score Gains from Spring 2023 - Spring 2024



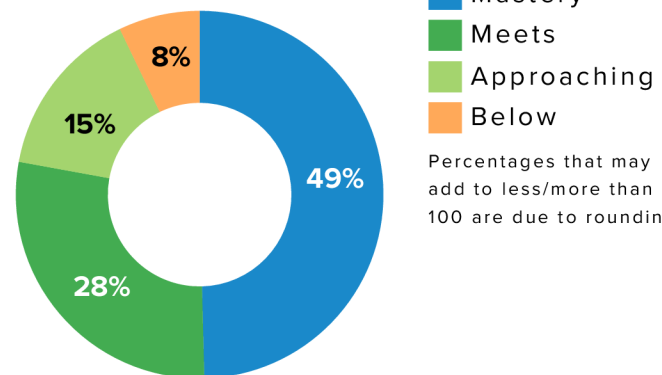
STAAR BENCHMARK LEVEL

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).

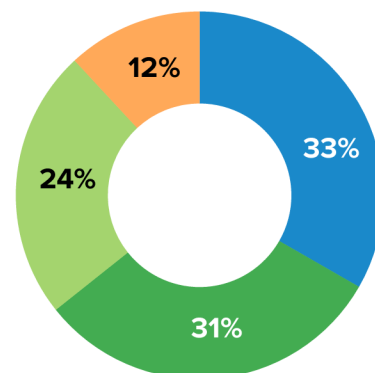
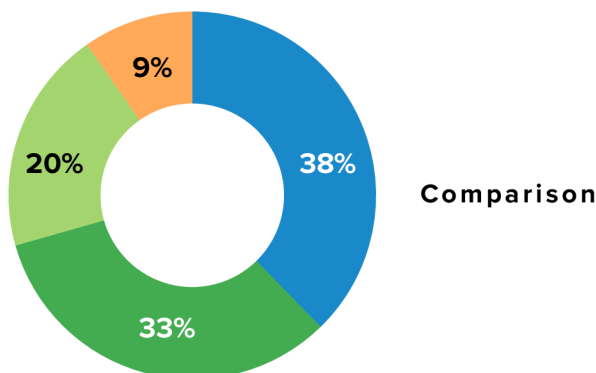
4th and 5th Grade Combined



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"



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Conducted by Rachel L. Schechter, Ph.D., Paul Chase, Ph.D., and Isabella Ilievski, Ed.M.
[LXD Research](#) at Charles River Media Inc.

Abstract

LXD Research conducted a third-party, mixed-methods efficacy study of 95 Percent Group's Phonics Core Program (95 PCP) to determine the program's impact on fourth and fifth grade students' literacy outcomes. Outcomes included Istation's Indicators of Progress (ISIP) Advanced Reading and the State of Texas Assessments of Readiness (STAAR). LXD Research also completed qualitative activities to hear directly from participating educators about the training and implementation of the Tier 1 curriculum through interviews, focus groups, and surveys. Results indicated that 95 PCP fourth and fifth graders significantly outperformed the comparison group in Spring 2024 ISIP overall scale scores. Additionally, both 95 PCP fourth and fifth graders showed significantly greater growth from BOY-EOY on ISIP than their comparison group peers. Fourth and fifth graders also significantly outperformed the comparison group on spring 2024 ISIP comprehension and fluency subdomains. On the STAAR assessment, 95 PCP Students in grades 4-5 combined had significantly greater Spring 2024 levels and Spring 2023-2024 growth in reading overall scale scores than the comparison group. Although both grade levels had greater growth than the comparison group, the significant findings in STAAR growth were primarily driven by grade 5 students, whereas the grade 4 STAAR differences were not statistically significant. The educator interviews provided insights regarding the "learning curve" of implementing a new program with new content in upper elementary grades. It took teachers time and practice to feel comfortable and confident implementing the explicit and systematic 95 PCP lessons for the first time; however, once the educators were comfortable implementing the program, they reported seeing a positive impact with their students' reading abilities. These educator interview responses, paired with significant quantitative findings in the quantitative assessments, indicate the efficacy of the 95 PCP program.



Table of Contents

Introduction	1
Evaluation Questions	2
Method	3
Treatment Group Program	3
Comparison Group Program	6
Assessment Descriptions	6
Istation's Indicators of Progress	6
ISIP Performance Scales	7
State of Texas Assessments of Academic Readiness	8
Educator Feedback Methods	8
Sample Description	8
ISIP Beginning-of-Year	9
Results	11
Analysis Plan	11
Student Outcomes	11
ISIP Overall Scores	11
ISIP Reading Subdomains	13
STAAR Reading Test Overall Score Gains and Scores	14
STAAR Reading Test Benchmark Level	16
Educator Feedback	17
Educator Survey	17
95 PCP Administrator Interviews	18
Educator Focus Groups	20
Leadership Spotlight Interview	21
Discussion	22
Conclusion	23
References	24
Appendix	25



Introduction

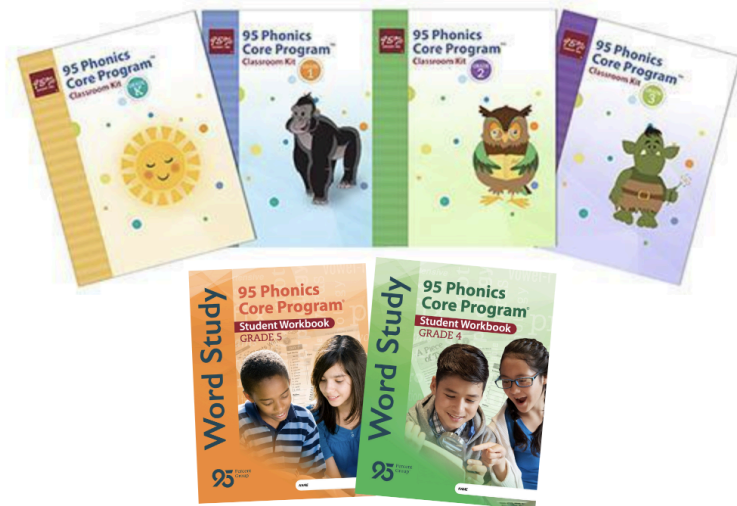
In today's educational landscape, there's a notable challenge in reading proficiency, particularly among 4th-grade students. The aftermath of the pandemic seems to linger in their reading abilities, as shown by the 2022 National Assessment of Educational Progress (NAEP), where 65 percent of 4th graders scored basic or below in reading, marking the lowest reading scores in 30 years. A closer examination of the data exposes a troubling trend—while other grades are making strides, 3rd grade students in 2023, who experienced the pandemic in kindergarten, showed the least improvement from two years ago and none from the prior year (Amplify, 2023). This raises concerns as they continue to progress to 4th and 5th grades. In 4th grade, students face yet another challenge – the 4th grade slump. Students experience a transition of literacy skills between the 3rd and 4th grades, where they are no longer learning to read; instead, they are reading to learn, utilizing their reading skills to think critically about the information they encounter (Fiester, 2010). Adding to the complexity, 5th graders grapple with facets of academic success during the transition from elementary to middle school (U.S. Department of Education, 2008).

To address these issues, studies have shown that aligning instructional methods with the science of reading significantly enhances students' reading abilities (Shanahan, 2010). Science of reading is a research-backed framework that focuses on decoding (D) and language comprehension (LC) in the development of reading comprehension (RC), where $RC = D \times LC$. According to NAEP (2022), 4th grade students are expected to derive meaning from words, identify details in passages to make inferences and articulate opinions with contextual support. As students typically master decoding by 4th grade, enhancing language comprehension becomes key to achieving grade-level reading comprehension skills.

The 95 Phonics Core Program (95 PCP), specifically for 4th and 5th grade, is a comprehensive curriculum designed to enhance students' morphological skills while engaging them in reading more intricate texts to establish a robust foundation for word study. There are 30 weekly lessons structured for 30-minute daily sessions and meant to be integrated into the broader reading and language arts curriculum of a school. The program emphasizes word study by immersing students in both informational and literary texts to foster students' ability to decipher and understand words within various contexts. Students are asked to move beyond simple decoding and transition from decodable texts to non-decodable passages, encouraging them to become adept "word detectives." Each lesson encompasses activities such as warm-ups for skill review, explicit instruction on syllable types and morphology, reading authentic texts, and demonstrating comprehension through oral and written responses, all aligned with Common Core Standards. Additionally, unit tests are provided to serve as pre-assessments to evaluate students'



foundational skills before progressing into more complex word structures. This allows educators to better understand where students are at and tailor the intervention accordingly.



95 Percent Group partnered with LXD Research to conduct a third-party evaluation of 95 Phonics Core Program as it was implemented during the 2023-2024 school year in a Texas school district. Two schools were selected to use 95 PCP as a core reading curriculum in their fourth and fifth grades and two schools continued to use their previous curriculum of SAVVAS myView (formerly Pearson) and the TEKS Scope and Sequence. Students will be matched to statistically comparable students, ensuring a rigorous matched quasi-experimental design.

Evaluation Questions

The evaluation aims to answer the following questions:

1. How does 95 PCP affect student achievement on formative assessments (phonics) in schools that implement the program compared to schools that do not implement the program?
2. How does the impact of 95 PCP vary by school, grade, and student subgroups (students who qualify for Free or Reduced-price Meals (FRM), English language learners, students in special education, and racial and ethnic minority students)?
3. What is the nature and extent of the 95 PCP implementation?
 - a. How is 95 PCP typically implemented?
 - b. To what extent is 95 PCP implemented with fidelity and does the program adhere to the Theory of Action?



- c. How do contextual factors affect 95 PCP implementation, such as the content and quality of professional development, and characteristics of districts and schools, such as administrator support?
4. What is the nature and extent of literacy program implementation in comparison schools?
5. What are teacher and administrator perceptions about the quality and impact of the 95 PCP?
 - d. What are teachers' and administrators' initial reactions to the 95 PCP, and associated materials, content, pacing, and professional development?
 - e. What suggestions do teachers and administrators have for improvement?

Method

This study used a mixed-methods, quasi-experimental design supported by teacher surveys, teacher focus groups, and literacy coach/administrator interviews. This mixed-methods approach allows researchers to understand the implementation of the program and teacher perception in addition to the academic achievement results.

95 PCP is being implemented in a Boerne Independent School District (ISD), Texas, a smaller rural school district with 8 elementary schools. Demographically, the student sample was 64% White, 29% Hispanic, 3% of two or more races, 2% of Asian or Pacific Islander, and 1% other races. 14% of students qualify for free or reduced lunch and an average of 2% of students are learning English as a second language. This sample was demographically representative of the district (US News, 2023). Regarding academic scores, 58% of elementary students in the district tested at or above proficient level in reading in 2023, and 57% of students tested at or above proficient level in math (US News, 2023).

Two schools used 95 Phonics Core Program in their fourth and fifth grade classrooms as Tier 1 instruction. In exchange for their participation, district leaders received all 95 PCP materials for 2023-2024 and training at no cost. The district leaders allowed researchers to identify comparison schools that would most closely match the treatment schools using school size, ELA scores from previous years, and demographic profiles. Discounts will be provided for comparison schools for the 2024-2025 school year.

Treatment Group Program

The 95 Phonics Core Program features instructional practices that differ from the typical reading resources used in fourth and fifth grade in Boerne ISD. Using structured literacy characteristics such as explicit and systematic instruction, lessons follow a phonemic awareness and phonics continuum of skills. Refer to Table 1 below for the structured literacy characteristics in 95 PCP lessons and Figure 1 for the phonics continuum of skills in the program. The 95 Percent Group's version of the gradual release model in the lessons allows all students to practice every skill



using multisensory materials, including white boards, a phonics mat, and chips. 95 Percent Group draws from Scarborough's Reading Rope (Figure 3) for the 95 Phonics Core Program scope and sequence demonstrating how phonics foundational skills are integrated into comprehension, a key skill of upper elementary grades.

Table 1. Structured Literacy Characteristics in 95 PCP Lessons

Characteristic	Evident in Lesson Framework
1. Explicit	I Do directly states and defines focus skill and student expectations.
2. Systematic	Intentional language and steps include consistent hand gestures and verbal cues; there is a gradual transfer of responsibility from teacher to student.
3. Sequential	Structure moves from simple to complex in key ways including lesson order, word choice, materials used, and teacher talk.
4. Adequate Modeling	This most prominent feature provides precise language at each level of modeling.
5. Corrective Feedback	Teacher response is reactive to individual student errors.
6. Differentiated Instruction	We Do and You Do sections provide two levels that enable teachers to differentiate instruction to meet students' needs.
7. Scaffolded Instruction	Steps of the I Do, We Do, and You Do allow the teacher to gradually transfer responsibility for learning to the students.
8. Continual Assessment	This occurs through informal observation and monitoring during instruction; the focus skill correlates to the <i>PSI</i> .

Table 2. Gradual Release Model in 95 PCP

Modeling Steps	Chip Movement	Speaking
I Do	teacher	teacher
We Do		
Level 1: Accuracy	teacher	teacher and students
Level 2: Fluency	teacher	students
You Do	students	students



Figure 1. Phonics Continuum of Skills

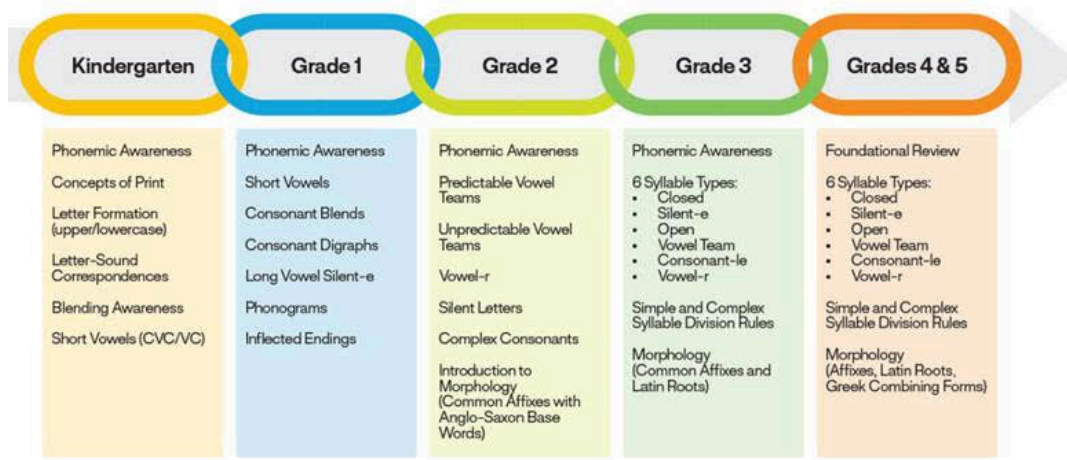


Figure 2. Skills Mastered with 95 PCP.

Skills Mastered at Grades 1-3

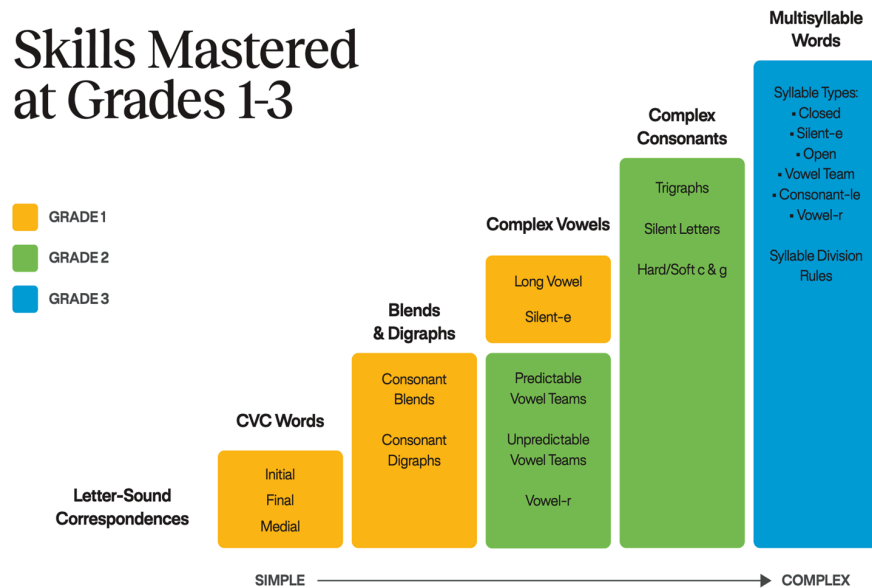
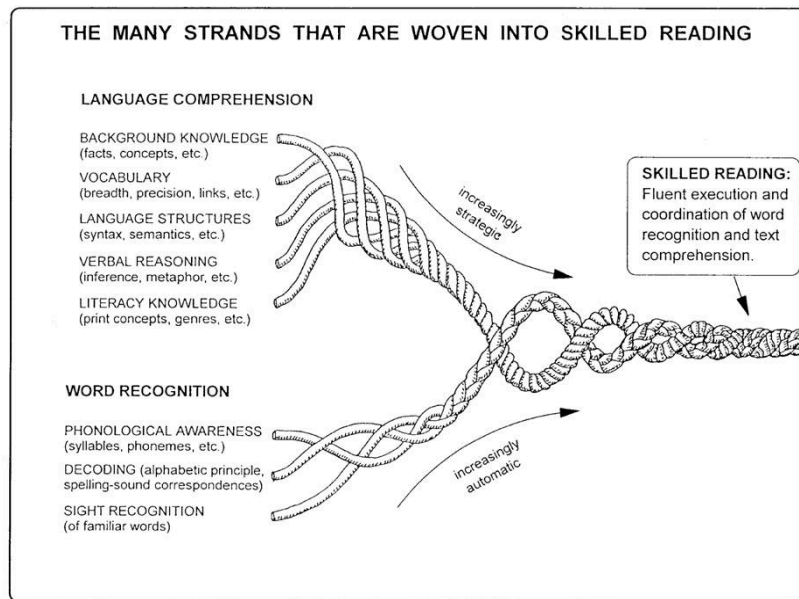




Figure 3. Scarborough's Reading Rope



Comparison Group Program

The comparison group used [myView Literacy](#) from SAVVAS Learning Company for Tier 1 literacy instruction with the scope and sequence from the [TEKS Resource System](#) developed by the state of Texas. MyView Literacy is a daily, explicit foundational skills curriculum that incorporates vocabulary, comprehension, and writing activities into its lessons. Additionally, it includes small group lesson plans to differentiate instruction for students who need more support. The TEKS Resource System provides standards that Texas school districts can align their curriculum to as well as management tools to aid in curriculum implementation by providing monitoring materials and other resources.

Assessment Descriptions

Istation's Indicators of Progress

For grades 4 and 5, Boerne ISD uses Istation's Indicators of Progress (ISIP™) Advanced Reading to understand students' reading ability, strengths, and deficits. According to the Technical Manual (2016) by Patricia Mathes, it is a web-delivered, game-like computer adaptive system that is designed for students in grades 4-8 to (a) identify reading needs, (b) provide continuous and automatic progress monitoring, and (c) link assessment data to student-learning needs supporting differentiated instruction. ISIP Advanced Reading tests reading in four domains: Word Analysis, Fluency, Vocabulary, and Comprehension. Associated subtests and skills are listed in Table 3 below.



Table 3. Istation's Indicators of Progress, Advanced Reading Subtests and Skill Coverage

Domain-Subtest	Subtest	Skills Assessed
Word Analysis	Spelling	Orthographic understanding - syllables, affixes, derivatives, inflectional endings, consonant doubling, irregular elements, variant spellings, and unaccented syllable schwa. Students type and spell a word after hearing the word in a sentence and on its own.
Fluency	Connected Text Fluency	Ability to read words quickly and monitor for meaning when reading grade-level text. Students read 500-700-word passages with linear narratives. Based on their comprehension of the passage, they then complete a maze task where they fill in words to complete the story.
Vocabulary	Vocabulary	Knowledge of word meanings through synonyms or definitions and infer meaning through context. Four types of questions: select the word that best matches the definition, select the words that is most similar in meaning to the word, select the word that best describes the picture, and select the word that is most similar to the underlined word.
Comprehension	Comprehension	The ability of students to process text of increasing difficulty for meaning. Students read narrative or expository passages and complete multiple choice questions about the main idea, cause/effect or problem/outcome, inference, and critical judgment of the text.

ISIP Performance Scales

ISIP provides nationally normed Tiers to help educators understand whether students are on target to meet end-of-year grade-level expectations (Table 3a). This school district is using an RTI+ model, which includes three performance tiers.

*Table 3a. ISIP Performance Tiers and Percentile Ranges*

RTI+ Tier	Percentile Range
Tier 3	At or below the 25 th percentile
Tier 2	26 th - 49 th percentile
Tier 1	Above the 49 th percentile

State of Texas Assessments of Academic Readiness

The State of Texas Assessments of Academic Readiness (STAAR) is the state-wide summative assessment based on the Texas standards known as the TEKS (Texas Essential Knowledge and Skills) for major subjects including reading, writing, math, science, and social studies ([Texas Education Agency, 2024](#)). These assessments are designed to measure student learning and whether students are ready for the next grade level. All public schools, grades 3-12, give the assessment each spring. In grades 3-8, students primarily take STAAR in math and reading and may also take social studies and science depending on their grade level.

Educator Feedback Methods

Educator Survey: Surveys were shared asynchronously with educators using 95 PCP in their fourth and fifth grade classrooms. Five educators responded to the survey and gave their feedback on implementation, perceived impact and professional development.

Administrator Interviews: LXD Research completed interviews with administrators and/or literacy coaches from both the treatment schools and the comparison schools. LXD interviewed a total of four administrators/literacy coaches, via Zoom, one from each school participating in the study.

Educator Focus Groups: LXD Research completed two focus groups with 95 PCP educators, one per treatment school, to gain more first-hand perspectives of implementing the program in their classrooms. These educators provided more insight on the day-to-day impact and challenges as well as the professional development they received.

Sample Description

We tested for differences between the treatment and control groups by grade level for race/ethnicity, emergent bilingual status, SPED status, economic disadvantage, and sex. For fourth graders, no differences between the treatment and control group were detected except for percent of students in special education. For fifth graders, differences were detected for emergent bilingual status, SPED status, economic disadvantage, and sex (chi-square statistics are reported in Appendix A1). When examining the data race/ethnicity at the most granular level,



there were small differences for fifth grade as the treatment and comparison groups did not have identical lists of categories (Table 4). Given how small these differences were, we conducted a follow-up test with the data re-coded either as minority ethnicity or as White. For both fourth and fifth graders, there was no difference detected in the percent of minority students overall. (Significant chi-square results are available in Appendix A1.)

Table 4. Demographic Data for Students by Grade and Group

Grade	Race/Ethnicity			Gender		
		Treatment	Comparison		Treatment	Comparison
Fourth (N=399)	Hispanic	28%	25%	% Male	51%	55%
	Indigenous	—	—			
	White	64%	70%			
	Multiple	4%	2%			
	Other	4%	2%			
Fifth (N=355)	Hispanic	30%	31%	% Male	49%	45%
	Indigenous	< 1%	2%			
	White	62%	62%			
	Multiple	4%	2%			
	Other	5%	2%			
Total (N=754)	Hispanic	29%	28%	% Male	50%	50%
	Indigenous	< 1%	1%			
	White	63%	67%			
	Multiple	4%	2%			
	Other	5%	2%			

Note. Some percentages do not add up to 100 due to rounding.

Table 5. Percent of Students with Economic Disadvantage Status, Limited English Proficiency, and Special Ed. Students by Grade and Condition

Grade	Condition	Number of students	Economic Disadvantage	Limited English Prof.	Special Education
Fourth (N=399)	Treatment	234	13%	3%	22%
	Comparison	165	19%	1%	12%
Fifth (N=355)	Treatment	227	13%	2%	17%
	Comparison	128	27%	0%	17%
Total (N=754)	Treatment	461	13%	2%	20%
	Comparison	293	22%	1%	14%

ISIP Beginning-of-Year

At the start of the school year all students took the ISIP screener and received overall reading scores, as well as subtest scores for text fluency, comprehension, vocabulary, and spelling. The fall overall reading scores were examined to determine if the treatment and comparison groups met baseline equivalence. The research team analyzed the average beginning of year ISIP



overall reading scores for the treatment and comparison groups for fourth and fifth grade, and used the difference between means along with the comparison group's standard deviation for each grade level to test for baseline equivalence in accordance with Evidence for ESSA guidelines (i.e., Glass's Delta). Both fourth grade and fifth grade were found to demonstrate baseline equivalence.

To further establish that there was no significant difference between beginning-of-year scores for the treatment and comparison groups, *t*-tests were performed for fourth grade and fifth grade, comparing fall ISIP overall reading scores for the treatment and comparison groups. No differences were detected ($t_{G4} = 1.7$, $t_{G5} = 1.3$, differences were not significant). For full details, see Table 6.

Table 6. Fall 2023 ISIP Overall Scores for Beginning-of-Year

Grade	Treatment Group		Comparison Group		Baseline Equivalence The mean difference is smaller than .25*SD
	Mean	Standard Deviation	Mean	Standard Deviation	
Fourth	510.32	51.17	519.63	53.77	Mean difference = .17 SD (equivalent)
Fifth	554.24	57.68	545.60	61.59	Mean difference = .14 SD (equivalent)

An attrition analysis was conducted to determine the overall and differential attrition in ISIP scores for the treatment and comparison condition in each grade 4 and 5, respectively. The attrition was quite small (less than 5%) for each group, and at each grade level. The differential attrition for grades 4 and 5 were 2% and 3%, respectively, indicating an acceptable level of attrition for the subsequent analyses in this study. For full details, please see Table 7, below.

Table 7. Fall 2023-Spring 2024 ISIP Attrition by Grade & Condition

Grade	Treatment Group		Treatment Percent Attrition	Comparison Group		Comparison Percent Attrition	Percent Differential Attrition
	Fall ISIP n	Spring ISIP n		Fall ISIP n	Spring ISIP n		
Fourth	232	221	4%	164	161	2%	2%
Fifth	226	218	4%	128	127	1%	3%



Results

Analysis Plan

Having established baseline equivalence and minimal attrition of the quasi-experimental groups in fall 2023 for grades 4 and 5, the goals for the main analyses of the study were to compare the differences in reading outcomes between conditions by Spring 2024 in formative reading assessments (i.e., ISIP) and summative assessments (i.e., STAAR reading outcomes). 95 PCP and comparison groups were compared with regard to overall reading score outcomes in formative and summative assessments, as well as differences in Spring 2024 benchmark status. In addition, 95 PCP and comparison groups were compared across a series of ISIP reading subdomains.

LXD Research's analytic approach prioritizes the most parsimonious analytic model, while still taking into account the full complexity of the data. Hierarchical Linear Modeling is only recommended if there are sufficient cluster-level units for analysis (Maas & Hox, 2005), and if the intra-class correlations indicate significant level 2 random effects on outcomes of interest (Heck, Thomas, & Tabata, 2013). To test the effect of school on STAAR and ISIP outcomes, respectively, LXD conducted two HLM null model analyses to determine the intra-class correlations of level 1 (i.e., residual) and level 2 (i.e., school) effects for each outcome. In the HLM null models, the proportion of variance predicted by level 2 (i.e., school) on scale score change was 2.3%, and 1.0% for ISIP and STAAR, respectively. The level 2 intra-class correlation effects were not statistically significant (see Tables A3 and A4 in the Appendix for full details).

As a result of these findings, LXD Research conducted more parsimonious analysis procedures (e.g., ANCOVA) in the main analysis of ISIP and STAAR outcomes. Main analyses included chi-square tests of benchmark status, and ANCOVA tests of continuous outcomes including overall reading scale scores and ISIP reading subdomain scale scores. Significant covariates in the ANCOVA models included baseline ISIP scores and economic disadvantage. Estimated marginal means based on these ANCOVA tests are reported in the body of the report, and raw means are reported in the Appendix.

Student Outcomes

ISIP Overall Scores

Analysis began by analyzing differences in overall Spring 2024 scale scores in the ISIP formative assessment between 95 PCP and comparison groups. 95 PCP students in Grade 4 showed significantly higher 2024 ISIP reading overall scale scores (558.1) than their comparison group peers (546.7) when controlling for Fall 2023 ISIP overall scale score and economic disadvantage, and a non-significant random effect of school ($p < .001$; for full details, please see Table 8 below).



Table 8. ANCOVA Results Comparing Grade 4 Spring ISIP Overall Scores with covariates of Economic Disadvantage and Fall Overall ISIP Scores

Condition	n	Fall 2023 Overall ISIP* (SE)	Spring 2024 Overall ISIP* (SE)	Significance	Effect Size (η^2)	Effect Size (in Cohen's d)
Comparison	161	515.2 (2.09)	546.8 (2.22)	< .001*	.037	.39
95 PCP	223	514.2 (1.79)	558.0 (1.90)			

*Fall and Spring Overall ISIP indicate Estimated Marginal Means and Standard Errors.

Mean Change: Comparison = 31.6, 95 PCP = 43.8

LXD then analyzed differences in overall Spring 2024 scale scores in the ISIP formative assessment between 95 PCP and comparison groups for Grade 5. 95 PCP students in Grade 5 likewise showed significantly higher 2024 ISIP reading overall scale scores (577.7) than their comparison group peers (569.8) when controlling for Fall 2023 ISIP overall scale score and economic disadvantage and a non-significant random effect of school ($p < .05$; for full details, please see Table 9 below).

Table 9. ANCOVA Results Comparing Grade 5 Spring ISIP Overall Scores with covariates of SES and Fall Overall ISIP Scores

Condition	n	Fall 2023 Overall ISIP* (SE)	Spring 2024 Overall ISIP* (SE)	Significance	Effect Size (η^2)	Effect Size (in Cohen's d)
Comparison	127	550.1 (2.70)	569.8 (3.04)	.04*	.012	.22
95 PCP	218	550.9 (2.05)	577.7 (2.31)			

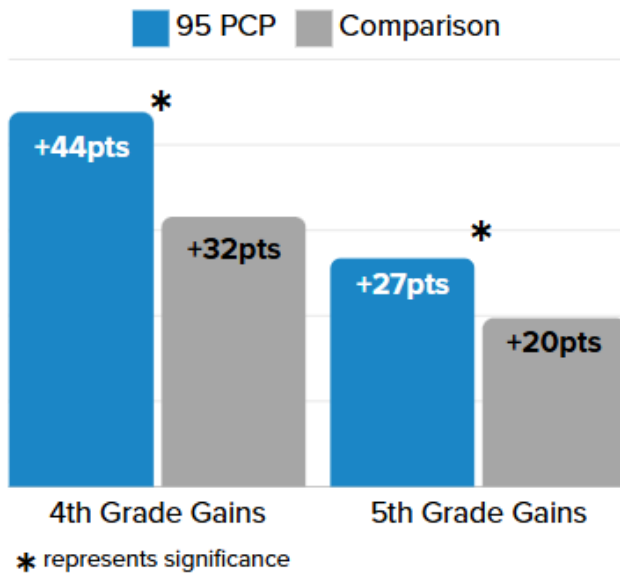
*Fall and Spring Overall ISIP indicate Estimated Marginal Means and Standard Errors.

Mean Change: Comparison = 19.7, 95 PCP = 26.8

In addition to higher overall scale scores, fourth and fifth grade 95 PCP students also showed significantly higher growth in ISIP overall scale scores from BOY-EOY than the comparison group. For 4th grade, 95 PCP students grew 44 points; significantly more than the comparison group's average of 32 points. For 5th grade, 95 PCP students grew 27 points; significantly more than the comparison group's average of 20 points. Across Grades 4 & 5 combined, the difference in growth was significant ($t(727) = 3.7$, $p < .001$, Cohen's $d = .28$). In sum, 4th and 5th grade 95 PCP students had significantly higher end of year scores and significantly greater growth from BOY-EOY on ISIP Overall Scale Scores than the comparison group. For full details, see Figure 4 below.



Figure 4. ISIP Overall Scale Score Gains from Fall 2023 - Spring 2024



ISIP Reading Subdomains

A deeper investigation into each ISIP subdomain score was conducted to determine if there were any differences in outcomes for each grade. Students in the 95 PCP group showed stronger Spring 2024 scores in each of the four subdomains of Comprehension, Fluency, Vocabulary, and Spelling. However, these differences were only statistically significant in Comprehension and Fluency.

Comprehension

Fourth 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 ISIP Comprehension scores and economic disadvantage; an additional 21.4 points ($p < .001$, η^2 effect size = .03, Cohen's d effect size = .34). Fifth 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 ISIP Comprehension scores and economic disadvantage; an additional 26.2 points ($p < .001$, η^2 effect size = .04, Cohen's d effect size = .38). For full details, please see Figure 5, below.

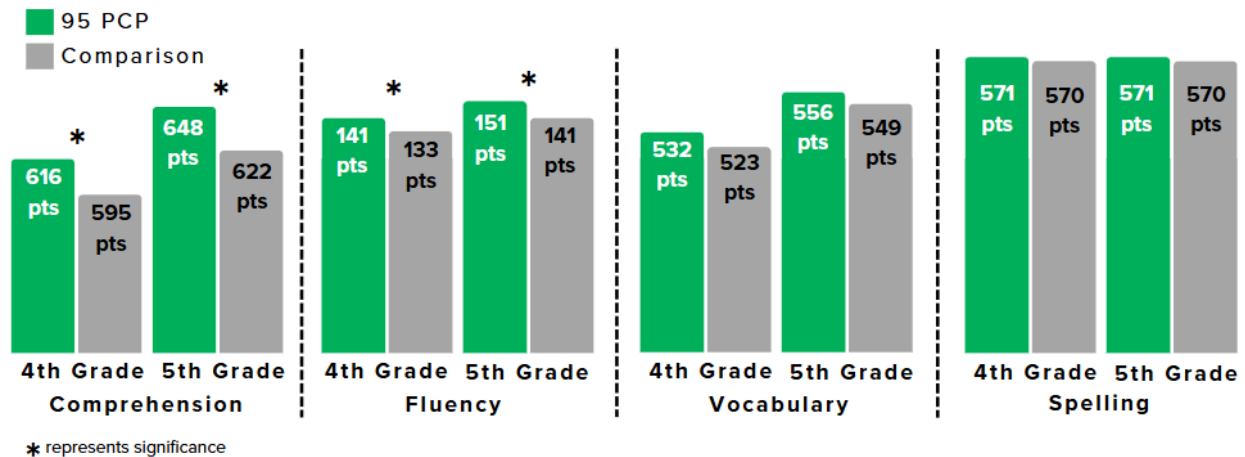
Text Fluency

Likewise, 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 ISIP Text Fluency scores and economic disadvantage; an additional 7.9 points ($p = .02$, η^2 effect size = .01, Cohen's d effect size = .24). 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 ISIP Text Fluency scores and economic disadvantage; an additional 10.3 points ($p = .01$, η^2 effect size = .02, Cohen's d effect size = .28).

Figure 5. ISIP Reading Subdomains: Spring 2024

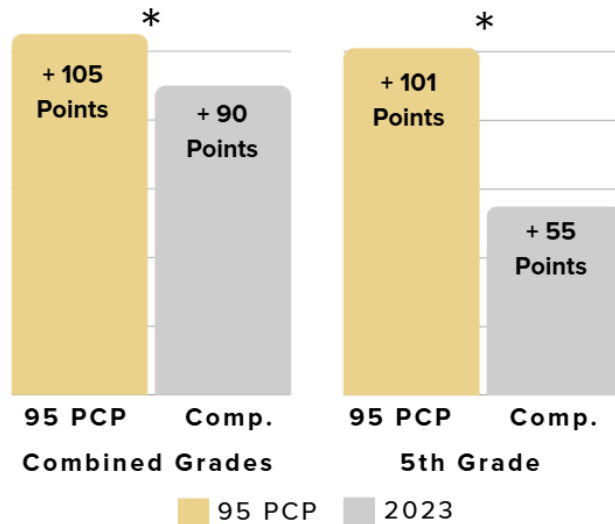


STAAR Reading Test Overall Score Gains and Scores

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) on STAAR. 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). Students in Grade 4 did not significantly differ in growth from 2023-2024 ($p = .38$). For full details, please see Figure 6, below.

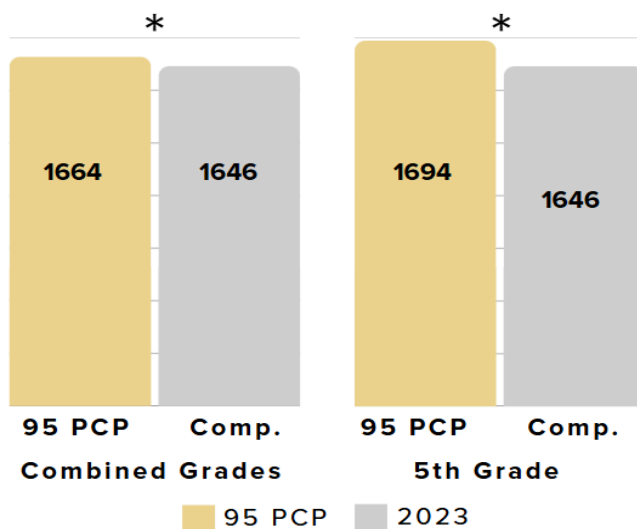


Figure 6. STAAR Reading Overall Scale Score Growth from Spring 2023 to Spring 2024



95 PCP 5th graders also showed significantly higher 2024 STAAR reading overall scale scores (1694.4, SE=6.88) than their comparison group peers (1645.9, SE=9.02) when controlling for Spring 2023 STAAR scale scores ($p < .001$, η^2 effect size = .05, Cohen's d effect size = .47). Grade 4 showed no significant differences in STAAR scores across conditions ($p = .47$). Boerne PCP Students in grades 4-5 combined showed significantly higher 2024 STAAR reading overall scale scores (1664.3, SE=4.59) than their comparison group peers (1645.9, SE=5.67) when controlling for Spring 2023 STAAR scale scores and the non-significant random effect of school ($p = .01$, η^2 effect size = .01, Cohen's d effect size = .19; see Figure 7 for est. marginal means).

Figure 7. STAAR Overall Scale Scores, Spring 2024

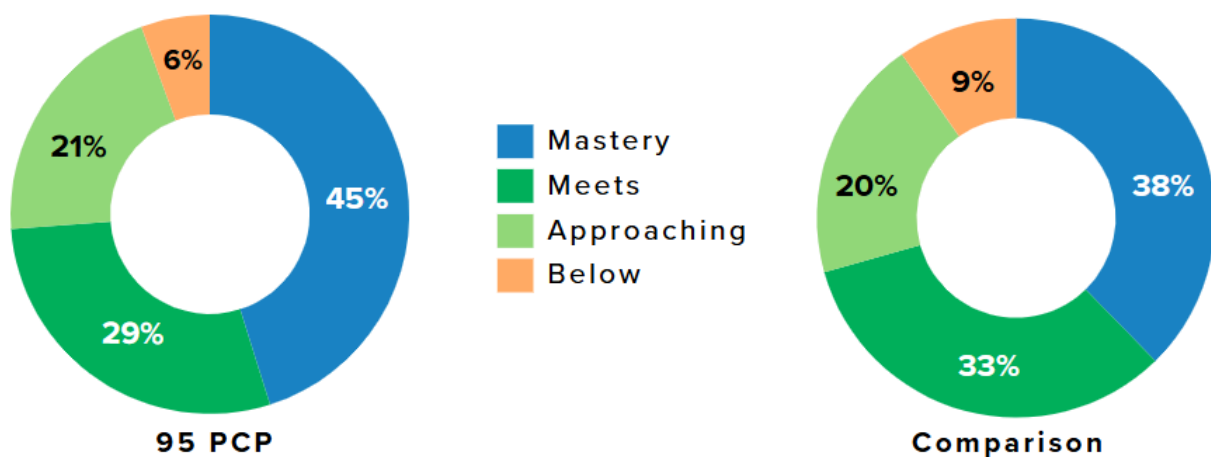




STAAR Reading Test Benchmark Level

The STAAR State summative assessment includes a reading benchmark status for each student of Below Grade Level, Approaching Grade Level, Meets Grade Level, and Mastery. In this analysis, researchers compared the relative percentage of students in each benchmark group in Spring 2024. 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). For full details, please see Figure 8a below.

Figure 8a. STAAR Reading Overall Scale Score Growth from Spring 2023 to Spring 2024 (Grades 4 & 5 Combined)

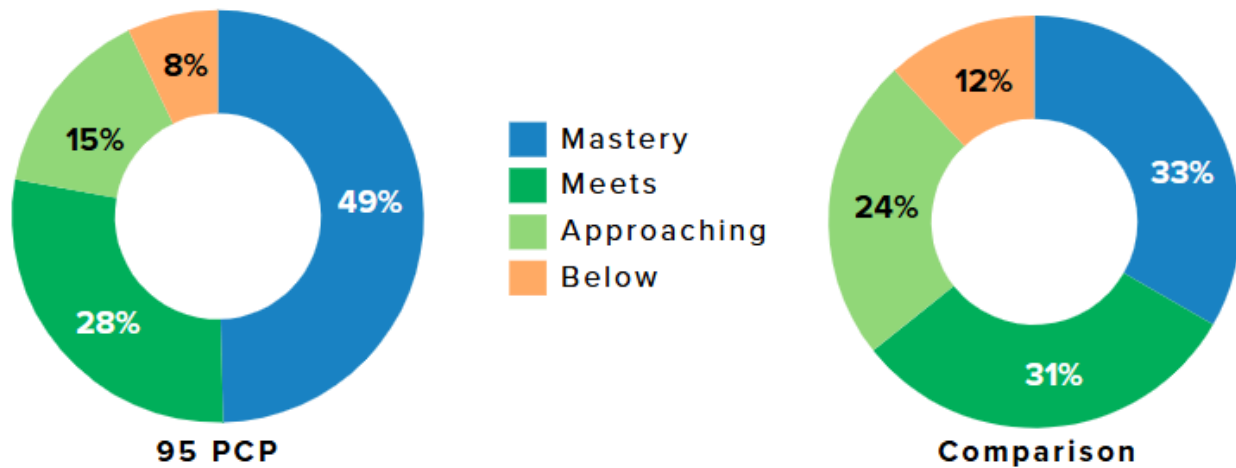


Note: Some percentages do not add up to 100 due to rounding

These effects were strongest among 95 PCP Students in Grade 5, who 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). For full details, please see Figure 8b below.



Figure 8b. STAAR Reading Overall Scale Score Growth from Spring 2023 to Spring 2024 (Grade 5 Only)



Note: Some percentages do not add up to 100 due to rounding

Educator Feedback

Educator Survey

A survey of 5 teachers from two treatment schools was conducted to understand their perception of 95 PCP implementation for 4th and 5th grade. Specifically, two of the teachers taught 4th grade, and three taught 5th grade. Typically school allocates 10-30 minutes per day for phonics instruction after excluding transition time. The 95 PCP was implemented for 21-40 weeks by participants for an average of 4 days per week. The majority of teachers spend their literacy blocks on whole group instruction with the least amount of time spent on fluency. After using 95 PCP, 83.3% of teachers reported students improved in literacy skills such as demonstrating phonics patterns, understanding word patterns in reading tasks, and using high-frequency words after using 95 PCP. Most teachers found the teacher's editions and student workbooks to be most useful for their instruction with all teachers reporting that they use these two resources daily. One notable theme found in teacher free-responses is that 95 PCP is quite lengthy to fit into their daily literacy block. One teacher pointed out that, *"the program is well done; however, in terms of fitting into the framework of our literacy block it is entirely too long."*

Demographically, 100% of the teachers were female and white. The teaching experience varied between 10 - 28 years. The majority of the teachers held a Bachelor's degree and were trained in reading methods and children's language development. Only one teacher was familiar with the science of reading research. All teachers reported receiving professional learning and most receive professional development training once or twice in a year provided by the school district.



95 PCP Administrator Interviews

LXD Research conducted two interviews with instructional coaches in schools who used 95 PCP to explore how district administration and coaching supported teachers with curriculum rollout. This section addresses challenges in teacher preparation, alignment with literacy standards, and adapting the program within time constraints. These interviews highlight both successes and ongoing needs in literacy instruction, providing a comprehensive view of the program's impact on instructional practices and student progress.

Administration Support in the Implementation Process

Active Role of Instructional Coaches

Instructional coaches were vital in supporting teachers' adaptation to 95 PCP. Coaches conducted classroom walkthroughs to observe student engagement, evaluate instructional consistency, and provide real-time feedback to teachers. This hands-on approach enabled the administration to assess pacing, material usage, and the need for additional support. Coaches used data from these observations to make adjustments, allowing them to understand “what is going well and what they should do next” to support teachers effectively.

Beyond the initial training, 95 PCP provided limited ongoing support, mostly through optional after-school sessions and a few walkthroughs aimed more at guiding coaches and administrators. This minimal follow-up made it challenging for teachers to receive the support they needed during implementation.

New Teachers Struggled to Implement 95 PCP On Their Own

Coaches expressed that teachers who were new to phonics instruction or lacked experience in literacy found it difficult to identify and leverage “teachable moments” outside the structured PCP script. Experienced teachers often adapted the program flexibly, using their intuition to add instructional flair or address student questions on the spot. However, newer teachers struggled to know when or how to deviate from the script effectively without losing key content. As one instructional coach noted, “Our new teachers, they don't have that toolbox to know, oh, I could sit here and talk about when they're asking us to write a response, I could use that as a teachable moment.”

Feedback on Program Implementation

Gradual Increase in Teacher Comfort and Confidence

Coaches noticed that teacher comfort and confidence with 95 PCP increased as they gained experience with its content, timing, and structure. Teachers who didn't have prior experience with morphology “were learning with the students”, however, as they continued to implement the program, they developed a deeper understanding of its structure, became more familiar with the



content, and found ways to make it their own. One of the greatest challenges reported by administrators was fitting the 30-45 minute 95 PCP lessons into their existing schedules. “Teachers only have 20 minutes for the word study block, however, the 95 Percent program takes up 30-45 minutes of the reading block,” noted an administrator, reflecting widespread time constraints. Teachers had to adapt their instructional plans to maintain fidelity, but as they gained experience, the 95 PCP lesson instruction became more routine so the timing decreased.

Over time, teachers adapted by integrating their unique teaching styles within the program's framework, allowing for creative instruction that remained aligned with essential phonics goals. Coaches noted that teachers gradually “got into a groove” with the routines and that their confidence increased significantly after the initial learning curve. They learned to ad-lib creatively within the program's framework, allowing them to make lessons more engaging without straying from essential steps. An administrator reported one of their teachers went as far as to wear a Jason mask that says “killing phonics” on the forehead while she teaches.

Appreciation for Morphology and Routine Structure

According to the administrators, both students and teachers found the morphology component highly beneficial, as it reinforced foundational literacy skills and aligned well with Texas state standards. Additionally, the structured routines—highlighted by “little red boxes” in the teacher edition—provided consistent instruction and helped students internalize learning routines. This aspect of 95 PCP has been particularly effective in creating a reliable, predictable structure for students across grade levels.

Teachers Integrated Supplementary Instruction

While the program's informational texts were engaging, they often misaligned with the Texas Resource System (TRS) pacing guide, creating a need for supplementary instruction. Administrators noted that the program's heavy focus on informational texts left them struggling to cover genres such as drama and poetry, which are integral to the state standards. Additionally, teachers had to integrate critical reading skills with 95 PCP, such as analyzing the author's purpose or understanding text structure as they were not sufficiently covered by the program's content.

Suggestions for Improvement

Reorganizing Program Structure for Cohesive Instruction

Administrators recommended reorganizing the program to consolidate similar components for more seamless instruction. Currently, materials alternate between word study, reading, and spelling activities, which some teachers find disruptive. Grouping word study and spelling elements together, followed by reading components, would create a smoother instructional flow.



“It’s kind of broken up... we kind of put the two-word study spelling together and put the two reading pieces together,” suggested one teacher.

Exemplar Lesson Videos for Enhanced Teacher Support

Administrators expressed a need for exemplar lesson videos across grade levels to support visual learning and provide a model for effective program implementation. This approach could help teachers understand pacing, instructional delivery, and transitions. “Teachers are very visual... a video of a teacher doing a lesson on every grade... just like, this is an exemplar lesson,” one coach noted, underscoring the value of video demonstrations as a potential enhancement. Additionally, administrators noted that teachers initially felt stifled by the strict adherence to the provided script. Showing the exemplar lessons can help teachers understand how they can add in their instructional style and creativity while still maintaining the fidelity of the script.

Educator Focus Groups

LXD interviewed groups of fourth and fifth grade teachers from both 95 PCP schools to understand the implementation of the program from those using it directly. As administrators reported some initial struggles with delivering the program, teachers expressed taking some time to feel comfortable with the program because of their lack of background knowledge in phonics concepts and phonics instruction as they had never taught it before, being fourth and fifth grade teachers. However, through time and usage, teachers began to feel more confident in the content and instructional practices associated with the program, taking about a month or so. One teacher highlighted the dual-learning occurring for teachers and students, “I feel like I’ve learned with the kids and with the teachers”. The challenges with the scripted lessons, timing and pacing, and finding “teachable moments” that administrators mentioned seeing at the beginning of the year, were overcome by trusting the process and staying dedicated to using 95 PCP with fidelity. Teachers echoed their administrators about wanting continued professional development throughout the year from 95 Percent Group throughout the year as the content and structure was new to most of these teachers.

When it came down to the actual use of the program, teachers mentioned an adjustment period for both them and their students as it would take longer than expected or cause confusion. But, they were using the program daily for 25-30 minutes, so once everyone understood the routine of the program, it was much easier to implement and engaging for the students. Educators did express a concern of focusing too much time on specifically phonics and decoding during a school day as fourth and fifth graders have many topics they need to learn for the state tests. However, teachers noted seeing students progress in the study year with use of 95 PCP more than in previous years, *“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”*. Teachers also brought up that the morphology piece and reading passages in 95



PCP were helping students cross-curricularly and the skills were used in math and science assignments, *“it’s been helping them with academic vocabulary in both math and science, because the passages are cross-curricular”*. Overall, this was the first year of implementing 95 PCP in fourth and fifth grade, so while there was an adjustment period and learning curve, at the end of the year, teachers and students felt comfortable and saw progress in their literacy skills.

Leadership Spotlight Interview

LXD Research also conducted an interview with a K-5 ELAR coordinator in the Boerne district. The perspective provided was notably unique as an intermediary between educators in classrooms and the administrators who oversee curriculum decisions from a higher level. Positions such as these are often tasked with balancing the goals, daily experience, and areas of growth between the aforementioned groups to ensure smooth implementation of new resources and educational approaches. As part of the administrative team, they provide insights as to which resources would best suit their educators and students. They extend their role into the classroom in the forms of coaching, teachbacks, and lesson internalization, ensuring that educators are prepared for daily lessons and well-versed in the methodology of different approaches to teaching phonics, decoding, spelling, and reading.

Across interviews, respondents mentioned feeling that buy-in required consistent effort, which was noted to be typical when introducing new materials in the classroom. Our coordinator noted that this was a particular focus, a contributing factor to the desire to continue using the 95 PCP materials for the upcoming school year. While fidelity remained high on campus, some teachers, particularly those with more experience, tended to add in guided reading lessons, something the coordinator noted as a potential area of improvement for both the educators doing so and 95 PCP. Teachers who craved a higher number of reading opportunities for their students would likely enjoy an increase of passages both aligned to particular skills and different genres to eliminate the feeling that a guided reading supplement is required.

Support directly provided by 95 Percent Group was well-received. The follow-up training allowed administrators, coaches, and teachers to ask questions and see lessons in action. This also provided an opportunity for the coordinator to clear up misconceptions and gain advice to better guide educators through successfully implementing these interventions with their students. Because this pilot covers fourth and fifth grade teachers who were less responsible for teaching phonics in previous school years, having 95 Percent Group staff support them in understanding certain approaches was particularly critical. The coordinator mentioned the need for consistent support from administration to help teachers implement, but also feel confident in their teaching abilities when teaching this program.



Ultimately, our interview concluded with the utility, completeness, and high quality of 95 PCP and its associated materials. In the data and from anecdotal reviews, Boerne has reported boosts in students' ability to decode, spell, read, and produce clearer handwriting.

Discussion

The results of the evaluation of the 95 Percent Core Program (95 PCP) implementation in 4th and 5th grades suggest that the program had a meaningful impact on improving student reading outcomes. Across both grades, students receiving 95 PCP instruction demonstrated significantly higher growth in ISIP overall reading scores from the beginning of the year (BOY) to the end of the year (EOY) compared to their peers. The consistency of these findings across both grades was a strong indicator that 95 PCP's targeted phonics instruction may have contributed to its goal of accelerating reading skills for participating elementary school students. Further examination of outcomes in ISIP reading subdomains revealed significant gains in Comprehension and Text Fluency, suggesting that 95 PCP may particularly enhance these areas. Both 4th and 5th grade students significantly outperformed their peers in these subdomains, and had slightly more growth in vocabulary and spelling, reinforcing the program's capacity to improve foundational literacy skills. The gains in Comprehension scores and Fluency scores are most directly associated with the 95 PCP approach, underscoring the positive effects of systematic phonics and fluency instruction.

On the STAAR summative reading assessment, combined results for 4th and 5th grades showed that 95 PCP students exhibited significantly higher growth from 2023 to 2024 compared to their peers; these gains were most substantial among 5th graders. This finding aligns with the program's emphasis on structured literacy routines, which appear to have contributed to improving overall STAAR scores and, subsequently, greater likelihood of achieving mastery on reading benchmarks. Although the STAAR summative and ISIP formative assessments index reading in significantly different ways, the significant and positive findings reported on both of these two assessments provided additional robustness of the quantitative findings.

The qualitative feedback provided additional context and the subjective experience of the educators who helped to implement this reading program. These qualitative sources highlight key strengths of the program, as well as some barriers to implementation. Teachers appreciated the morphology and structured routines, finding them beneficial for aligning with state standards and reinforcing literacy skills. Administrators and teachers also shared suggestions regarding program length, pacing, and integration into existing literacy blocks, noting that additional training would be beneficial, particularly for new teachers, and more experienced teachers that lacked prior phonics experience. Respondents also noted the importance of consistent coaching and professional development, with instructional coaches playing a critical role in supporting adaptation and increasing teacher confidence over time.



Conclusion

In summary, the first year of 95 PCP implementation in 4th and 5th grade in a Texas school district demonstrated positive gains in reading outcomes across formative and summative assessments. In addition to these positive quantitative indicators of efficacy, educators indicated some initial “growing pains” with program implementation for the first time in upper elementary grades. However, once the educators were comfortable with program implementation, they reported observing a positive impact on their students’ reading abilities. More targeted support for teachers focusing on upper elementary implementation could further enhance its efficacy and integration into daily instruction. Future studies could include a year-over-year longitudinal assessment of upper elementary teachers and students in their second year of implementation to evaluate teacher feedback once they are more comfortable with the program, and the impact of this second year of 95 PCP implementation on participating students.



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Appendix

List of Tables and Figures

Table 1. Structured Literacy Characteristics in 95 PCP Lessons	4
Table 2. Gradual Release Model in 95 PCP	4
Figure 1. Phonics Continuum of Skills	5
Figure 2. Skills Mastered with 95 PCP	5
Figure 3. Scarborough's Reading Rope	6
Table 3. Istation's Indicators of Progress, Advanced Reading Subtests and Skill Coverage	7
Table 3a. ISIP Performance Tiers and Percentile Ranges	8
Table 4. Demographic Data for Students by Grade and Group	9
Table 5. Percent of Students with Economic Disadvantage Status, Limited English Proficiency, and Special Ed. Students by Grade and Condition	9
Table 6. Fall 2023 ISIP Overall Scores for Beginning-of-Year	10
Table 7. Fall 2023-Spring 2024 ISIP Attrition by Grade & Condition	10
Table 8. ANCOVA Results Comparing Grade 4 Spring ISIP Overall Scores with covariates of Economic Disadvantage and Fall Overall ISIP Scores	12
Table 9. ANCOVA Results Comparing Grade 5 Spring ISIP Overall Scores with covariates of SES and Fall Overall ISIP Scores	12
Figure 4. ISIP Overall Scale Score Gains from Fall 2023 - Spring 2024	13
Figure 5. ISIP Reading Subdomains: Spring 2024	14
Figure 6. STAAR Reading Overall Scale Score Growth from Spring 2023 to Spring 2024	15
Figure 8a. STAAR Reading Overall Scale Score Growth from Spring 2023 to Spring 2024 (Grades 4 & 5 Combined)	16
Figure 8b. STAAR Reading Overall Scale Score Growth from Spring 2023 to Spring 2024 (Grade 5 Only)	17
Appendix	17
Table A1. ISIP Performance Levels By Grade: Treatment Group	26
Table A2. ISIP Performance Levels By Grade: Comparison Group	26
Table A3. HLM Null Model: Intra-class Correlations of 2023-2024 STAAR Overall Scale Score Change Variance Predicted by School vs Residual	27
Table A4. HLM Null Model: Intra-class Correlations of Fall 2023-Spring 2024 ISIP Overall Scale Score Change Variance Predicted by School vs Residual	27



Significant Demographic Differences by Grade

*4th grade % male: $\chi^2 = 399.7, p < .05$

*4th grade % in SPED: $\chi^2 = 6.68, p < .05$

*5th grade % in SPED: $\chi^2 = 399, p < .05$

*Full sample % in SPED: $\chi^2 = 1575.5, p < .05$

*Full sample % limited English proficiency: $\chi^2 = 1574.4, p < .05$

*5th grade % economic disadvantage: $\chi^2 = 399.7, p < .05$

*Full sample % economic disadvantage: $\chi^2 = 13.30, p < .05$

Table A1. ISIP Performance Levels By Grade: Treatment Group

Grade	Performance Level	Overall Tier	Comprehension Tier	Text Fluency Tier	Vocabulary Tier	Spelling Tier
4th	1	67%	66%	54%	73%	66%
	2	22%	20%	19%	19%	22%
	3	10%	13%	26%	8%	12%
5th	1	79%	78%	67%	78%	61%
	2	12%	15%	20%	16%	28%
	3	8%	7%	13%	6%	11%

Table A2. ISIP Performance Levels By Grade: Comparison Group

Grade	Performance Level	Overall Tier	Comprehension Tier	Text Fluency Tier	Vocabulary Tier	Spelling Tier
4th	1	76%	79%	56%	83%	64%
	2	13%	10%	29%	11%	23%
	3	10%	11%	14%	7%	13%
5th	1	69%	74%	57%	72%	60%
	2	15%	16%	24%	15%	21%
	3	17%	11%	19%	13%	18%

Note. Percentages that may not add to exactly 100 are due to rounding.



Table A3. HLM Null Model: Intra-class Correlations of 2023-2024 STAAR Overall Scale Score Change Variance Predicted by School vs Residual

Condition	Estimate of Covariance Parameter	Proportion of Variance	Significance	HLM/MLM Recommended?
Residual Level (Level 1 Effects)	9,691.07	99.0%	$p < .001^*$	No
School Level (Level 2 Effects)	101.04	1.0%	$p = .35$ (n/s)	
Total Variance	9792.11	100%		

Table A4. HLM Null Model: Intra-class Correlations of Fall 2023-Spring 2024 ISIP Overall Scale Score Change Variance Predicted by School vs Residual

Condition	Estimate of Covariance Parameter	Proportion of Variance	Significance	HLM/MLM Recommended?
Residual Level (Level 1 Effects)	976.41	97.7%	$p < .001^*$	No
School Level (Level 2 Effects)	23.05	2.3%	$p = .26$ (n/s)	
Total Variance	999.45	100%		



Table A5. Istation EOY Raw Means: Fall 2023 & Spring 2024

Grade	Condition	<i>n</i>	Fall 2023 Raw Overall ISIP	SD	Spring 2024 Raw Overall ISIP	SD
Fourth	Treatment	221	510.32	51.17	554.66	55.49
	Comparison	161	519.63	53.77	551.80	55.19
Fifth	Treatment	218	554.24	57.68	580.51	62.32
	Comparison	127	545.60	61.59	565.00	71.04

Table A6. STAAR EOY Raw Means: Spring 2023 & 2024

Grade	Condition	<i>n</i>	Spring 2023 Raw Overall STAAR	SD	Spring 2024 Raw Overall STAAR	SD
Fourth	Treatment	208	1532.36	123.11	1640.99	127.02
	Comparison	149	1519.74	127.39	1636.83	148.22
Fifth	Treatment	205	1596.00	176.96	1697.12	166.72
	Comparison	119	1586.13	156.13	1641.56	152.93
4 & 5	Treatment	413	1563.95	155.35	1668.85	150.53
	Comparison	268	1549.22	144.43	1638.93	150.07

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