



EFFICACY STUDY MID-YEAR SUMMARY 2023-2024



STUDY SUMMARY

95 Percent Group hired LXD Research as a third-party researcher to investigate the impact of 95 PLL intervention on 4th and 5th graders literacy in Youngstown, Ohio. Two schools were selected to use 95 PLL and 3 schools were chosen to serve as comparison. Using the district’s assessment of Acadience Reading from the Beginning-of-Year (BOY) and Middle-of-Year (MOY), LXD Research was able to run analyses to understand the impact of 95 PLL on student scores. Using 95 PLL as intervention showed growth on the MOY assessment where more students were considered On/Above Benchmark than on the BOY assessment.

KEY FINDINGS

4th and 5th graders using 95 PLL showed growth on the MOY Acadience assessment with an additional 7% of 4th graders and 13% of 5th graders being On/Above Benchmark. The percent of comparison 4th graders On/Above Benchmark decreased by 6% between BOY-MOY and the comparison 5th graders only increased by 1%. The comparison 5th graders had an additional 8% of students labeled as Well Below Benchmark whereas the 5th grade 95 PLL students had a 9% decrease in students labeled Well Below Benchmark.



An additional 7% of 95 PLL 4th graders and 13% of 95 PLL 5th graders are considered On/Above Benchmark on the MOY Acadience assessment. The effect size of 5th grade RIT growth was .68 in favor of the PLL schools.

**Acadience Reading Composite Status
Change in % of Students, BOY-MOY**

Grade	Group	% On Grade Level	% Well Below Grade Level
4	PLL	+7%	-2%
4	Comp.	-6%	-2%
5	PLL	+13%	-9%
5	Comp.	+1%	+8%

PROGRAM DESCRIPTION

95 Phonics Lesson Library (95 PLL) is a phonics intervention program designed for 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 articulatory features, decoding and encoding lessons, and decodable text passages allowing structured transfer-to-text processes.

STUDY DETAILS

Location

Ohio

Analysis Sample Sizes

Grades 4 and 5

- 2 Treatment schools, 147 students
- 3 Comparison schools, 239 students

Demographics

76% Minority | 29.5% Disability | 7% ELL

Time Frame

August 2023-December 2023

Implementation Description

- Treatment teachers used 95 PLL for their Tier 2 intervention every day
- Comparison teachers used West Virginia Phonics and other resources for their Tier 2 intervention daily

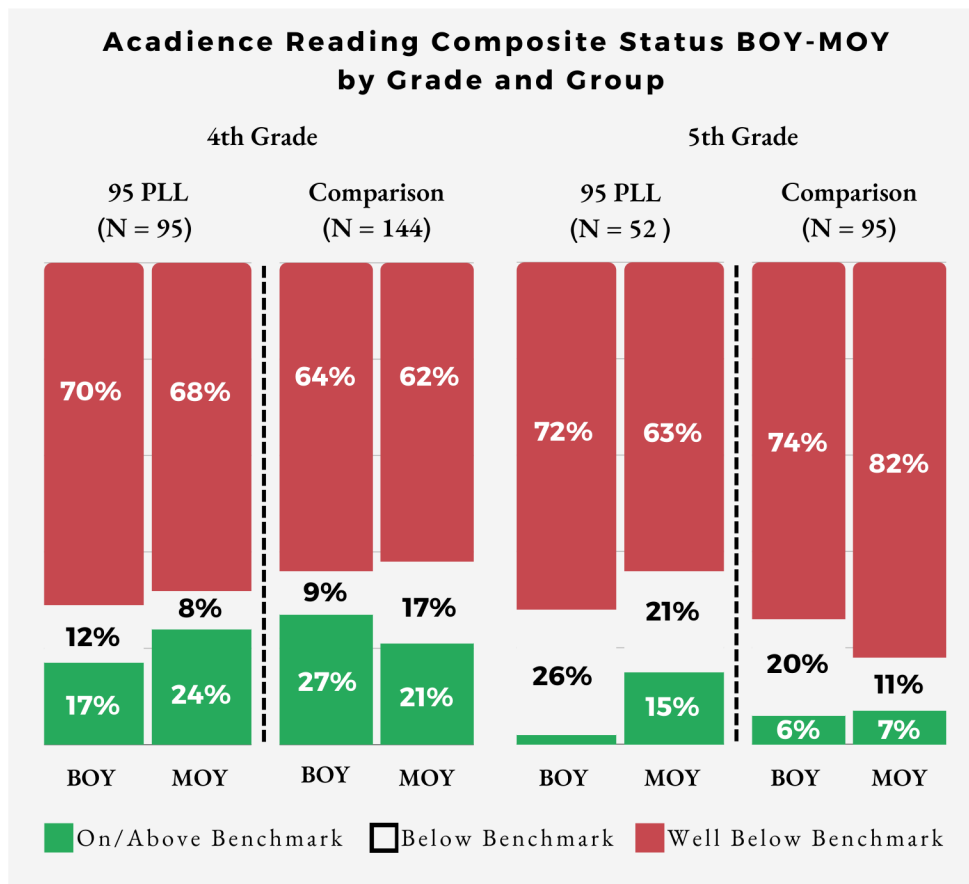
Methodology

- Student BOY and MOY scores on Acadience and MAP Growth were compared.



ACADIENCE FINDINGS

At baseline, both the 4th and 5th grade samples had similar average composite scores. T-tests revealed that 4th graders in the PLL and Comparison groups grew at the same rate on average. For the 5th graders, the PLL students made significantly greater growth across the fall than the comparison students ($t = -3.99$, $p < .05$, Cohen's $d = .68$), a 68 point improvement vs. 25 point improvement. These gains led to substantially higher MOY scores in the PLL schools (see table below). This accelerated growth translated into a much higher percentage of students being at grade level at MOY (from 2% to 15% On/Above Benchmark).



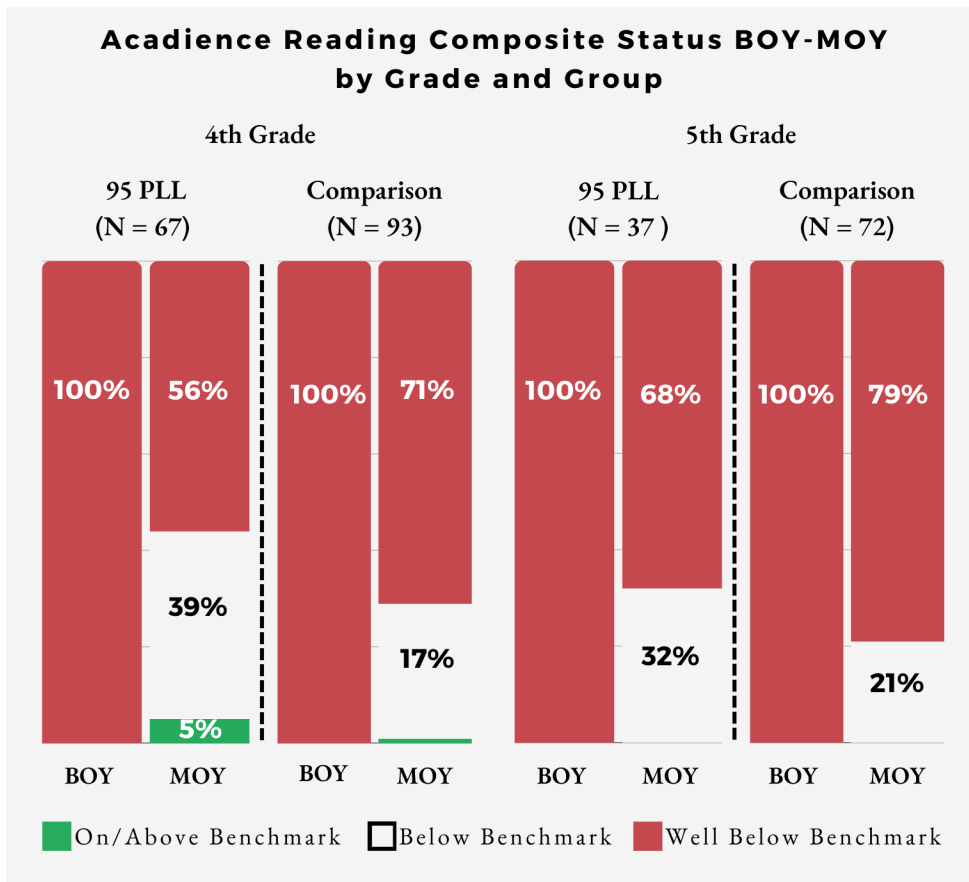
Grade 5 Highlighted Growth

Groups	BOY to MOY (mean raw score)	Difference	T-Test Result
PLL	185 to 253	+68 pts	PLL Higher Growth from BOY to MOY: $t = -3.99$, $p < .05$, Cohen's $d = .68$
Comparison	164 to 189	+25 pts	

The 5th grade sample was also analyzed using a multilevel model that accounted for differences by school when measuring of the impact of the 95 PLL. PLL students still outperformed the comparison group after controlling for school level differences, minority status, and BOY scores.

ACADIENCE FINDINGS: WELL BELOW BENCHMARK

Because 95 Phonics Lesson Library is an intervention program, we looked at the program’s impact for students who started the year Well Below Benchmark in Acadience. There was a noticeable pattern in the proportion of students who advanced into Below or On Benchmark in Acadience by mid-year. In 4th grade, the 95 PLL group had an additional 25% of students advance from Well Below Benchmark than the comparison group (44% advance vs. 29% advance). For the fifth grade, PLL had an 11% point advantage over the comparison group.



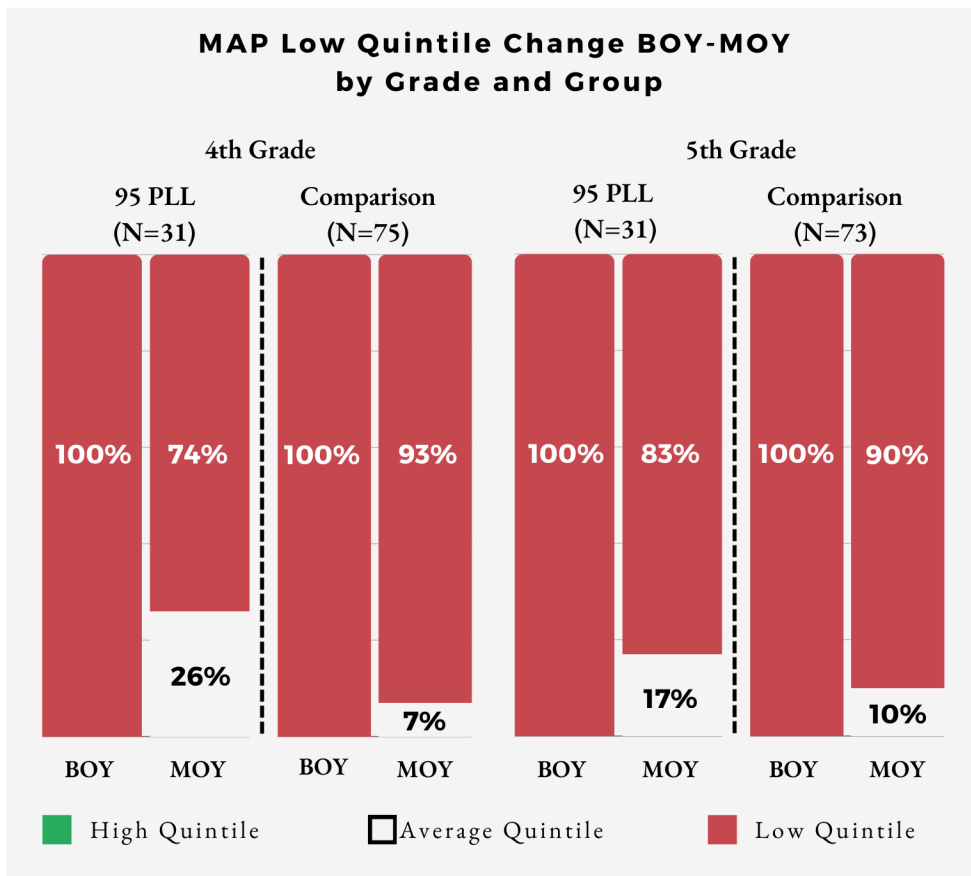
Grade 5 Highlighted Growth

Groups	BOY to MOY (mean raw score)	Difference	T-Test Result
PLL	132 to 188	57*	PLL grew more from BOY to MOY: $t = -2.72, p < .05$, Cohen’s $d = .63$
Comparison	123 to 145	23*	

*May not directly match MOY-BOY due to rounding.

MAP GROWTH FINDINGS: BOTTOM 20TH PERCENTILE

To better understand the impact of PLL on the students with the lowest scores, this study also examined growth for the students who scored in the bottom 20th percentile on MAP Growth, which is the Low quintile category. These 4th and 5th grade samples had similar average RIT scores at BOY. T-tests revealed that 4th graders in the PLL and Comparison groups grew at the same rate on average, with 5th graders in the PLL group with significantly higher MOY scores.



Grade 5 Highlighted Growth

Groups	BOY to MOY (mean RIT score)	Difference	T-Test Result
PLL (N=31)	177 to 186	8.38	PLL Higher MOY RIT Scores: $t = -2.57, p < .05,$ Cohen's $d = .52$
Comparison (N=73)	173 to 178	5.27	