Center for Research, Evaluation, and Assessment (CREA)

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CCSD
CLARK COUNTY
SCHOOL DISTRICT

LANGUAGE AND LITERACY DEVELOPMENT 95 PHONICS CORE 2022-23 FINAL EVALUATION REPORT

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Table of Contents

List of Tables

List of Figures

Executive Summary

During the 2022-23 school year, the 95 Phonics Core program was implemented as a part of CCSD's literacy and language development programming to improve language and literacy instruction in the district's comprehensive support and improvement (CSI) schools. As such, 38 elementary schools received funding for 95 Phonics Core program materials for kindergarten and first-grade students to be implemented during instruction each day. In addition, each school received funding for a learning strategist to facilitate implementation of the new program.

Under CCSD Purchase Order 6000022228, in this report, we present the results of our evaluation of the impact of 95 Phonics Core programming on student outcomes. We also evaluated the process by which programming was implemented. To that end, this evaluation aims to answer the following impact and process evaluation questions:

Impact Question

1. What was the impact of the 95 Phonics Core program on elementary school student reading skills?

Implementation Questions

1. To what extent was the 95 Phonics Core program implemented?
2. Did implementation support improved teacher efficacy in language and literacy instruction?

Methodology

To answer our impact evaluation questions, we relied on academic and non-academic data from CCSD student administrative data systems. This includes student scores on Measures of Academic Progress (MAP) reading exam, as well as 95 Phonics Core Assessment Scores data. We utilize these data in conjunction with a series of event study models.

To answer our implementation evaluation questions, we conducted mid-year and end-of-year surveys of principals, learning strategists, and teachers at the 38 elementary schools implementing the 95 Phonics Core literacy program. Additionally, we performed in-depth interviews with learning strategists. Using a pre-/post-program format, we developed surveys in partnership with CCSD central staff leadership. The survey measured perceptions of program trainings and professional development, program implementation, and perceptions of language and literacy instructional efficacy. Interviews explored perceptions of professional development, implementation, and program progression.

CCSD administered the 95 Phonics Core mid-year surveys directly to program participants via a Qualtrics link beginning on November 2, 2022 and closed surveys on November 19, 2022. 95 Phonics Core end-of-year surveys were opened on March 30, 2023 and closed on April 17, 2023. A total of 15 administrators, 39 learning strategists, and 140 teachers completed 95 Phonics Core mid-year surveys. A total of 20 administrators, 29 learning strategists, and 128 teachers completed 95 Phonics Core end-of-year surveys. A total of eight learning strategists participated in the interview process. Results from the surveys and interviews, including general demographics and thematic findings, are presented below.

Results

Our impact evaluation data indicate that 95 Phonics Core programming had a modest impact on student reading skills as measured by progress on the MAP reading exam. On average, schools that implemented the 95 Phonics Core program experienced a 1.11 increase in MAP reading scores relative to comparison schools. This effect represents about 16% of a base-year MAP standard deviation increase, which is a medium effect size (Kraft, 2020). The effect is 4 times larger than the average change in MAP reading scores for CCSD elementary schools between 2021-22 and 2022-23.

We further found that improvements in MAP reading scores for treated schools were particularly concentrated among black students.

Our implementation evaluation data suggest administrators, learning strategists, and teachers had mostly positive perceptions of, and experiences with, the 95 Phonics Core program, often strongly so as the school year unfurled, and early challenges were mitigated. Across the data, they lauded program rigor, noting its impact on students. While administrator data suggest mostly arm's-length involvement, learning strategists and teachers reported strong positive perceptions of implementation and instructional efficacy, especially on the end-of-year survey. However, data also indicate mixed levels of collaboration and frequency of feedback, especially from administrators, but also for learning strategists, who were pressed into teaching duties at short-staffed schools or otherwise filled multiple roles. Strategists and teachers, in particular, expressed aggravation with the belated initial program rollout, which they perceived as causing a number of difficulties. They also were frustrated by the program's pacing earlier in the school year, as teachers worked to foster basic, foundational student skills unaccounted for in program routines. They also reported materials shortages, especially as the year progressed and materials wore out or classroom rosters increased.

Recommendations

As CCSD enters another school year of implementing 95 Phonics Core in the district's comprehensive support and improvement elementary schools, we recommend building on momentum evidenced in the impact analysis and end-of-year surveys. Year One returns suggest reasons for optimism, once participants were able to overcome early difficulties. As such, the planned program renewal invites learning strategists and teachers to reinvest in familiar curricula heading into the school year rather than having to navigate new curricula after the school year has already begun. Renewal can allow returning teachers to better anticipate and account for in-class complications, such as issues with pacing related to early basic skills instruction. Renewal also offers the opportunity to implement programming more evenly across schools, encouraging leaders to clearly message expectations, plan and execute effective professional development, as well as conduct and support oversight. Based on implementation data, we also offer several recommendations in support of improved program outcomes. First, we recommend developing a strategic response to materials shortages, especially as the school year unfolds and materials are worn, or new students are added to classrooms. Numerous teachers voiced frustration about shortages in open-ended comments, which was consistent with administrative survey data regarding adequate supplies. While simply buying more materials may not be practical at the school level, leaders should consider developing a system by which teachers can access or replace worn materials to accommodate all students. Next, we encourage increased feedback from school-level administrators and learning strategists, but also increased collaboration amongst teachers. Data suggest limited frequency of feedback and few opportunities to interact with colleagues in meaningful ways. This suggests missed opportunities for teachers and strategists to leverage share experiences and leverage colleagues' expertise in order to hone implementation. The lack of collaboration also may prove problematic for new and incoming teachers who will not be familiar with the program and would otherwise benefit from veteran mentorship. Lastly, we recommend incentivizing participation in the evaluation process. Concerted efforts to collect more robust data from program participants will bolster future endeavors to evaluate the impact of 95 Phonics Core curricula on student outcomes. This, in turn, will enable a more nuanced understanding of the relationship between 95 Phonics Core and student literacy.

SECTION 1: INTRODUCTION
Background on 95 Phonics Core

There is a growing concern that elementary reading curricula have not improved student reading scores (Hussar et al., 2020). In response, 95 Percent Group, LLC, with the 95 Phonics Core program, created a phonics core curriculum to augment ineffective prior iterations of phonics instruction program. The program is intended for students in grades K-3 and aims to address and prevent reading gaps by utilizing explicit and structured phonics instruction for 20 minutes daily. 95 Phonics Core follows a specific curriculum with 25 lessons for kindergarten and 30 lessons for first through third grades. 95 Phonics Core is an Every Student Succeeds Act (ESSA) Tier 1 program, able to be used as a whole class treatment. (LXD Research, 2022).

During the 2022-23 school year, the 95 Phonics Core program was implemented as a part of CCSD's Language and Literacy Development programming to improve language and literacy instruction in the district's comprehensive support and improvement (CSI) schools. As such, 38 elementary schools received funding for 95 Phonics Core program materials for kindergarten and first-grade students to be implemented during 20 minutes of instruction each day. In addition, each school received funding for a learning strategist to facilitate implementation of the new program.

Evaluation Purpose

CREA provided evaluation services for the CCSD Language and Literacy Development Department's implementation of 95 Phonics Core programming. The program is intended to improve language and literacy instruction programming in CCSD's comprehensive support and improvement (CSI) schools. In support of those efforts, CREA evaluated the impact of the 95 Phonics Core program activities on intended student outcomes, including improved student reading skills. CREA also evaluated the implementation of the program.

Impact was measured as follows:
- 95 Phonics Core Assessment Scores as assessed by classroom teachers as a part of the implementation of the program.
- Measures of Academic Progress (MAP) Reading Skills.

For the MAP assessment only, CREA compared the growth in MAP scores for treated elementary schools relative to comparison schools. Because the 95 Phonics Core Assessment was only administered at treated school, CREA could not assess the change in these assessment scores for treated schools relative to comparison schools. The impact evaluation enabled CREA to answer the following impact evaluation question:

1. What was the impact of the 95 Phonics Core program on elementary school student reading skills?

To evaluate fidelity of implementation and to provide further context for the impact analysis, CREA evaluated the process by which the program was implemented. This included whether, and to what extent, the intended activities in CCSD's core language and literacy development programs occurred during the 2022-23 school year, along with whether, and to what extent, the program activities produced the intended outcomes, including improved language and literacy instruction.

Implementation was measured as follows:
- Mid-year and end-of-year surveys to principals, learning strategists, and teachers at participating elementary schools at which the 95 Phonics Core program was implemented.
- In-depth qualitative interviews with program learning strategists at schools in which the 95 Phonics Core program was implemented.

The implementation evaluation enabled CREA to answer the following implementation evaluation questions:

1.   To what extent was the 95 Phonics Core program implemented?
2.   Did implementation support improved teacher efficacy in language and literacy instruction?

SECTION 2: DATA AND METHODS

This evaluation was completed in two parts. First, the evaluation sought to understand the *impact* of impact of 95 Phonics Core program activities on intended student outcomes. Additionally, we sought to better understand the *process* of program implementation in CCSD's comprehensive support and improvement (CSI) schools. The methods for these two evaluation strands are described in more detail in what follows.

Impact Evaluation

Sample

Treatment Schools

Our school treatment sample included all elementary schools participating in the 95 Phonics Core program within Clark County School district (n=38). We list these schools in Table 1. Our student sample within these schools included all kindergarten and first grade students.

Table 1. Schools Participating in 95 Phonics Core Program

School Name
100 Academy of Engineering and Technology ES
Bailey Sister Robert Joseph ES
Bell Rex ES
Bowler Joseph L ES
Bruner Lucile ES
Culley Paul E ES
Cunningham Cynthia ES
Duncan Ruby ES
Griffith E W ES
Hancock Doris ES
Harris George E ES
Herr Helen ES
Hollingsworth Howard ES
Keller Charlotte & Jerry ES
King Jr Martin Luther ES
Long Walter V ES
Lowman Mary & Zel ES
Lynch Ann ES
Manch J E ES

McCall Quannah ES
Moore William K ES
Mountain View ES
Parson Claude & Stella ES
Petersen Dean ES
Red Rock ES
Reed Doris M ES
Roberts Aggie ES
Rundle Richard ES
Sandy Valley ES
Scott Jesse D ES
Smith Hal ES
Tartan John ES
Taylor Robert L ES
Watson Fredric W ES
Whitney ES
Williams Wendell ES
Wolfe Eva ES
Wynn Elaine ES

Comparison Schools

Our school comparison sample included all other elementary schools not participating in the 95 Phonics Core program within Clark County School district (n=194). Our student sample within these schools included all kindergarten and first grade students.

Outcomes To Be Used in Impact Analysis

95 Phonics Core Assessment Scores

We first explored changes in 95 Phonics Core assessment scores over the course of the school year. For kindergartners, schools could administer up to six assessments. For first graders, schools could administer up to five assessments. As shown in Table 2, very few schools administered all of the assessments to kindergarten students. Only one school administered all six assessments. About 50% of schools administered four kindergarten assessments. Eleven percent administered zero assessments. For first grade students, even fewer assessments were administered. As Table 3 shows, most schools (66%) administered two assessments, but only about 32% of schools administered three assessments. Eighteen percent administered zero assessments to first graders.

To understand how 95 Phonics Core assessment scores changed over the course of the school year, we analyzed the school-average percentage correct that a student got on a given 95 Phonics Core Assessment (i.e., assessment 1, assessment 2). We did this separately by grade level (i.e., kindergarten, first grade).

Table 2. Number of Kindergarten 95 Phonics Core Administrations Completed by Schools

Test Administration	Schools Completed
Assessment 1	34 (89.5%)
Assessment 2	34 (89.5%)
Assessment 3	26 (68.2%)
Assessment 4	20 (52.6%)
Assessment 5	12 (31.6%)
Assessment 6	1 (2.6%)

Table 3. Number of First Grade 95 Phonics Core Administrations Completed by Schools

Test Administration	Schools Completed
Assessment 1	31 (81.6%)
Assessment 2	25 (65.8%)
Assessment 3	12 (31.6%)
Assessment 4	3 (7.9%)
Assessment 5	0 (0.0%

Reading achievement on MAP

We then explored the impact of 95 Phonics Core on MAP reading scores. The MAP exam is not taken by CCSD kindergartners so we were only able to explore the impact of the program on the scores of first graders. In addition, because we did not have repeated MAP reading scores over multiple schools years from the same student (because first graders are taking the exam for the first time), we aggregated MAP scores up to the school level. Across time, these scores should be considered "repeated cross-sections" of students, or cohorts of first grade students beginning in the 2020-21 school year (time -2 or two years prior to implementation) and culminating with the 2022-23 school year (time 0 or the year of implementation). Finally, we could have used fall, winter, and spring MAP scores, since students take the exam at three different times during the school year. However, the event study models require a reference point prior to treatment. Students may have started to accrue some benefit of the 95 Phonics Core program by fall 2022 so the fall 2022 semester would not make a proper reference point. Consequently, we chose spring 2022, the last semester of the school year prior to implementation. In order to ensure that the reference point is comparable to prior cohorts of first grade students, we compared spring 2022 MAP reading scores to spring 2021 MAP reading scores and spring 2023 MAP reading scores. As MAP reading scores tend to improve over the course of a school year, we wanted to ensure we were comparing student progress at similar points in the school year across the different first grade cohorts.

Analytic Models

To explore how the 95 Phonics Core program impacted student reading skills, we utilized an event study model. Originating in finance literature, event study models are used to measure return behaviors around an event. The model has been co-opted by a number of different disciplines, including education policy to measure change over time following an intervention (Armitage, 1995). In our case, we wanted to capture change in MAP reading scores following the implementation of the 95 Phonics Core program.

In our event study model, we centered event time at zero. Event time zero represents the 2022-23 school year, which is when CCSD implemented the 95 Phonics Core program. Time is equal to -1 in 2021-22, which is the year prior to treatment. Time is equal to -2 in 2020-21, which is two years prior to treatment. In the model, event time is represented by a series of dichotomous (1,0) indicators for whether a given observation is before or after the event of treatment. In this case, event time is equal to 1 for treated schools in 2022-23 and equal to 0 for all other years. Comparison schools receive a 0 for all event time indicators because they were never treated. The fully specified event study model is as follows:

$$Y_{st} = \propto + \sum_{j=-3}^{+3} \mathbf{1}(t = t_s + j)\beta_j + \delta_s + \varepsilon_{ist} \ (1)$$

where Y_{st} represents reading achievement for school *s* in year *t*; δ_s is a school fixed effect; ε_{st} is an error term. The model includes a series of event time indicators t that equal 1 when the observation is a given number of years before and after treatment, and t_s represents 2022-23, the first year that treated schools implemented the program. The standard errors for this model were clustered at the school-level to adjust for repeated school observations over time. β_j represents the time event indicators, which are the coefficients of interest. β_j ranges from two years prior to the switch to the 95 Phonics Core program (-2 to -1) and the first year of implementation (0). All coefficients for these indicators are relative to the year prior of implementation (-1), which is omitted from the model.

Implementation Evaluation

To contextualize the impact of the 95 Phonics Core program, we conducted an evaluation of program implementation, capturing both the extent to which the 95 Phonics Core program was implemented by administrators, learning specialists, and teachers and, in turn, how experiences impacted instructional efficacy. We conducted mid-year and end-of-year surveys of principals, learning strategists, and teachers at elementary schools implementing the 95 Phonics Core literacy program. Additionally, we performed in-depth interviews with learning strategists. Using a pre-/post-program format, we developed surveys in partnership with CCSD central staff leadership. The survey measured perceptions of program trainings and professional development, program implementation, and perceptions of language and literacy instructional efficacy. Interviews explored perceptions of professional development, implementation, and program progression.

Surveys of 95 Phonics Core Participants

CCSD administered 95 Phonics Core program mid-year surveys directly to program participants via a Qualtrics link beginning on November 2, 2022, and closed surveys on November 19, 2022. End-of-year surveys were sent on March 30, 2023, and closed on April 17, 2023. Mid-year and end-of-year surveys were sent to 39 95 Phonics Core administrators, 39 95 Phonics Core learning strategists, and 316 95 Phonics Core teachers.

A total of 15 administrators, 39 learning strategists, and 140 teachers completed 95 Phonics Core mid-year surveys for a response rate of **39%**, **100%**, and **44%**, respectively. A total of 20 administrators, 29 learning strategists, and 128 teachers completed 95 Phonics Core end-of-year surveys for a response rate of **53%**, **74%**, and **41%**, respectively. Full copies of all surveys are provided in Appendix B.

In-depth Interviews with 95 Phonics Core Learning Strategists

CREA followed online surveys to principals, learning strategists, and teachers with in-depth qualitative interviews with learning strategists at schools that implemented the 95 Phonics Core program. Participation in the interviews was solicited by CCSD central leadership via email. Respondents were invited to follow a link to an online interview signup, through which participants could choose times and consent to the interview process. A total of eight learning strategists signed up and participated in the interview process. The interviews were conducted via Google Meet and lasted approximately 30-60 minutes, covering the following topics: professional development, implementation, and program progression. CREA analyzed interview data topically to help inform survey findings and contextualize the impact analysis. A full copy of the interview protocol is provided in Appendix B.

SECTION 3: RESULTS

Impact Analysis Results

95 Phonics Core Assessments

We plotted the percentage correct on the 95 Phonics Core assessments for kindergarten students across each assessment administration. As shown in Figure 1, assessment scores remain fairly stable over the assessment administrations (between 70% correct and 75% correct from assessment 1 to assessment 6).

Figure 1. Kindergarten 95 Phonics Core Assessment Completed by School
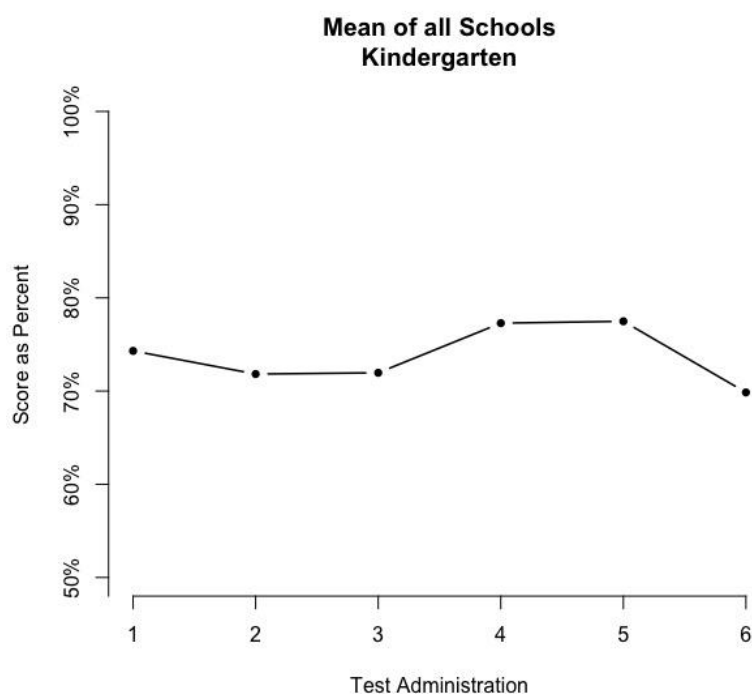
We then plotted the percentage correct on the 95 Phonics Core assessments for first grade students across each assessment administration. As shown in Figure 2, assessment scores dropped with successive assessment administrations (from approximately 75% correct to 65% correct from

assessment 1 to assessment 4). The 95 Phonics Core assessments may get more challenging with each successive administration which could explain the drop over time.

Figure 2. First Grade 95 Phonics Core Assessment Completed by School
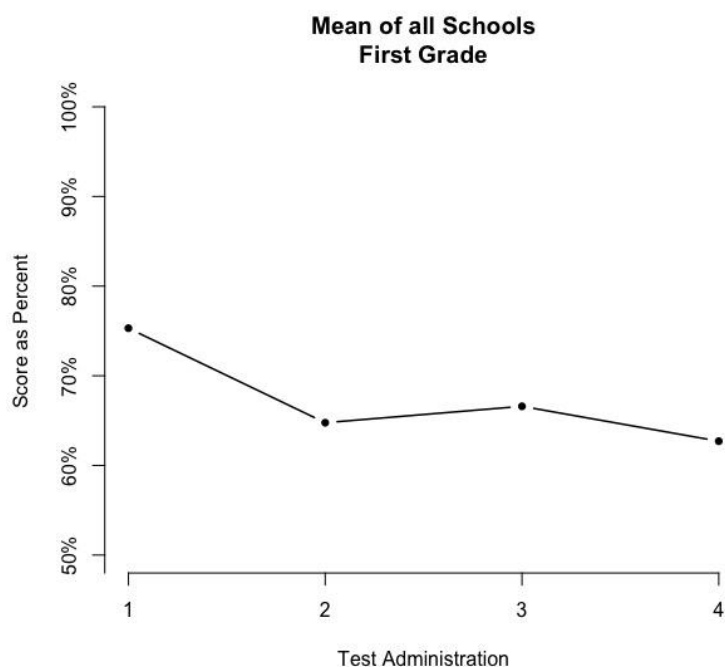
Measures of Academic Progress (MAP) Scores

We present our event study impact results in Figures 3 through 7. First, we present the results for all students in Figure 3. The y axis shows the difference in MAP reading scores in treatment schools relative to comparison schools. The X axis shows the school year. The red dot represents the mean estimated difference between treatment and comparison schools and the blue capped line represents the 95 percent confidence interval. Two years prior to treatment, the difference in MAP reading scores for treated schools relative to comparison schools was similar. This is shown by the red dot and blue line at time -2. The point estimate is slightly positive (meaning treatment schools had slightly higher MAP reading scores) but the estimate is not statistically significant, meaning we cannot rule out that the difference between treatment and comparison schools is zero. In the year after treatment, we found a positive effect. Treatment school MAP reading scores, relative to comparison school MAP reading scores increased by 1.11 points; However, we cannot rule out an effect as low as 0.07 points and as high as 2.16 points, based on the 95 percent confidence interval. A 1.11 point increase represents about 16% of a base-year standard deviation (SD) increase. This is a medium effect size (Kraft, 2020). Keep in mind that the average change in MAP reading scores from spring 2022 to spring 2023 for all schools is 0.28 points. Consequently, a 1.11 increase is nearly 4 times larger than the average change in MAP reading scores for CCSD elementary schools.

Figure 3. Event Study Estimates of Change in First Grade School-Level MAP Reading Scores
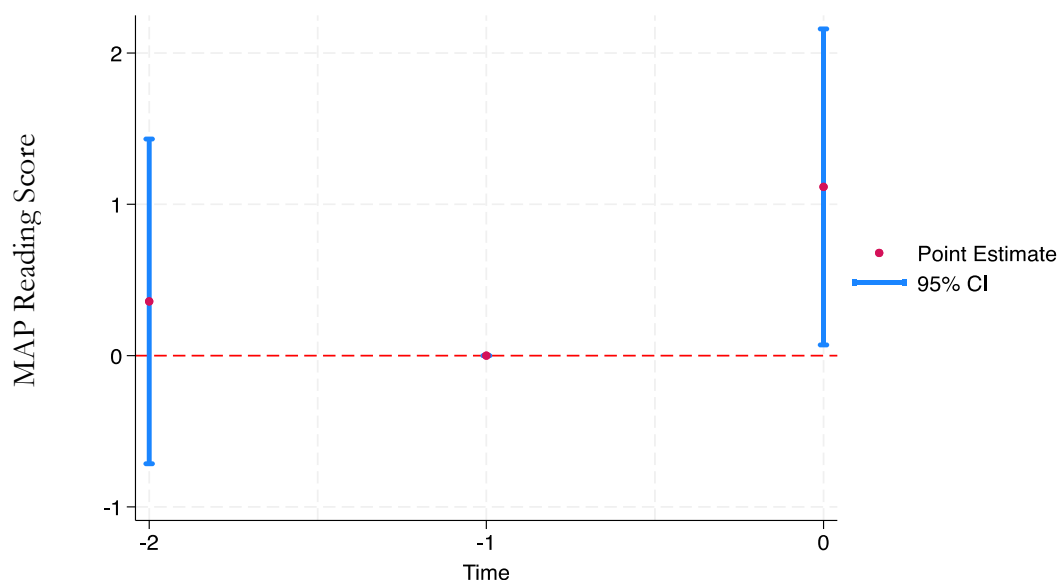
Figure 4 shows the results for black students. Black students at treatment schools experienced a 2.49 point increase in their MAP reading scores relative to black students at comparison schools. The 95 percent confidence interval suggests that this effect could be as high as 4.38 points or as low as 0.60 points. A 2.49 point increase represents about 35% of a SD and is a large effect. However, some of this effect may be due to pre-existing differences between treatment and comparison schools that are not related to the intervention. As shown in Figure 4, pre-treatment differences between treatment and comparison schools at time -2 could be as low as zero or as high as 4.69. Thus, we should interpret the results for black students cautiously.

Figure 5 shows the results for Hispanic students. Hispanic students at treatment schools relative to Hispanic students at comparison schools experienced a 0.91 point increase in MAP reading scores; however, this effect was not statistically significant.

Figure 6 shows the results for white students. White students at treatment schools relative to white students at comparison schools experienced a 2.27 point increase in MAP reading scores; however, this effect was not statistically significant.

Figure 7 shows the results for ELL students. ELL students at treatment schools relative to ELL students at comparison schools experienced a 0.57 point increase in MAP reading scores; however, this effect was not statistically significant.

Figure 4. Event Study Estimates of Change in First Grade School-Level MAP Reading Scores (Black students)
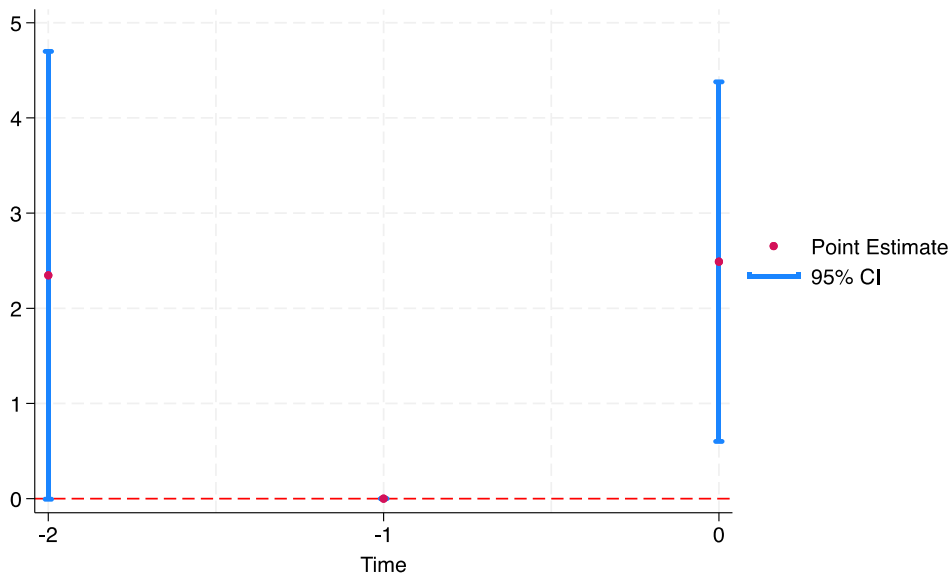
Figure 5. Event Study Estimates of Change in First Grade School-Level MAP Reading Scores (Hispanic students)
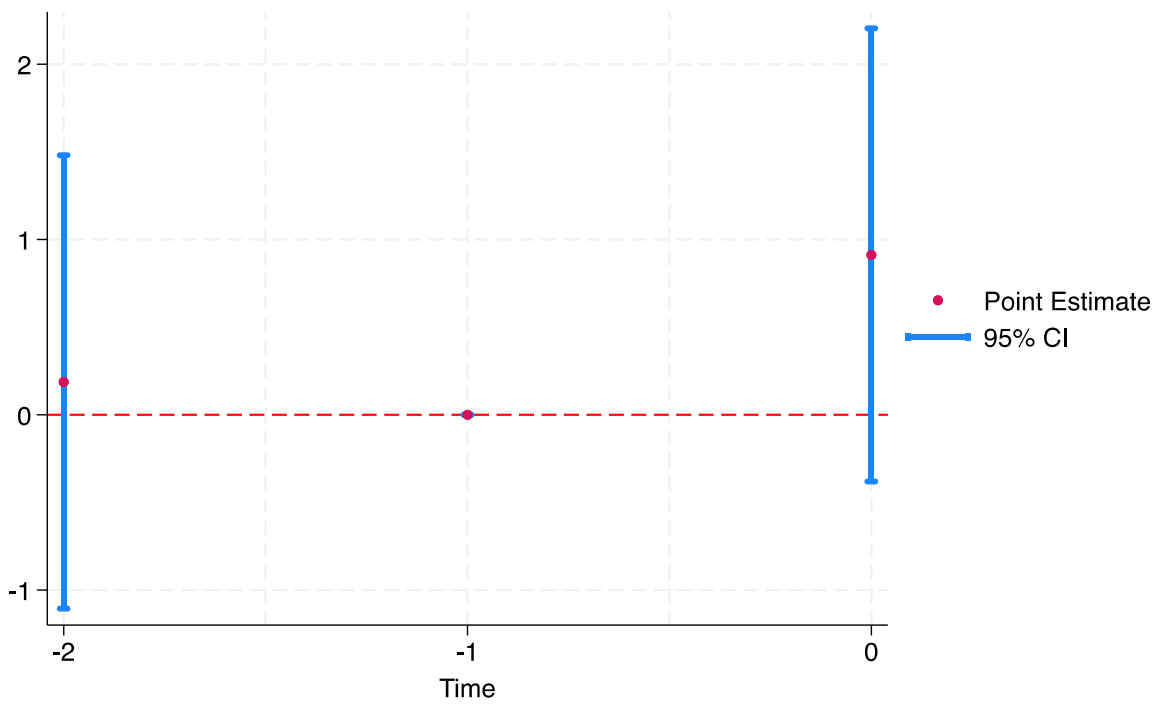
Figure 6. Event Study Estimates of Change in First Grade School-Level MAP Reading Scores (White students)
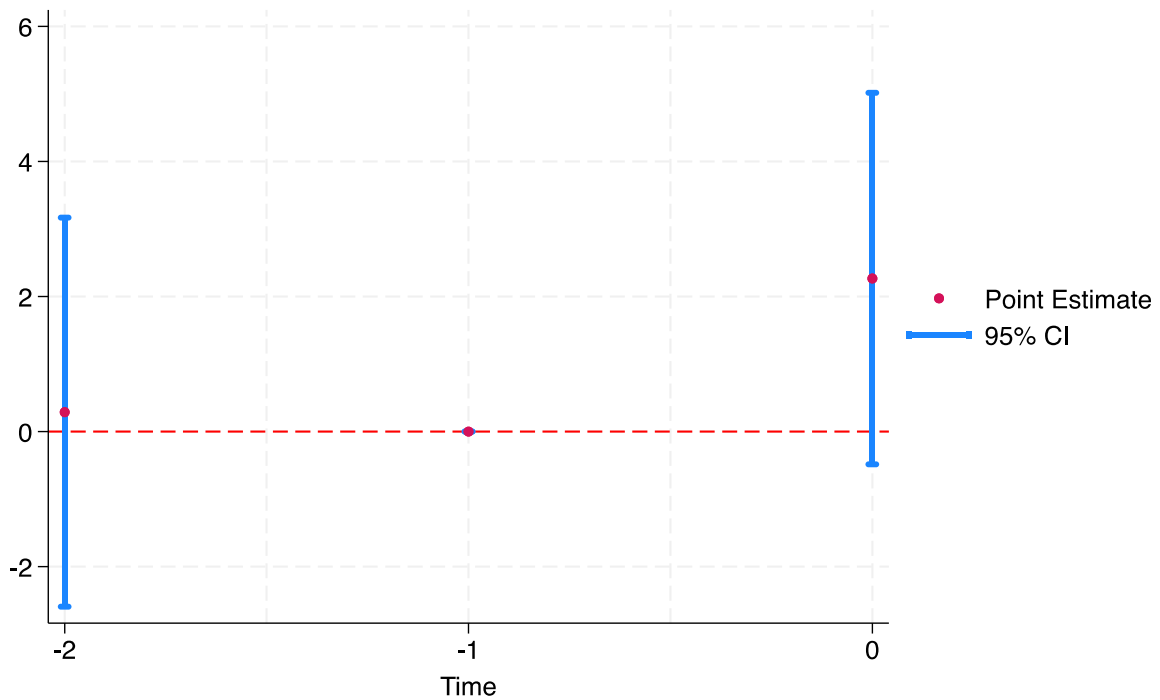
Figure 7. Event Study Estimates of Change in First Grade School-Level MAP Reading Scores (English learners)
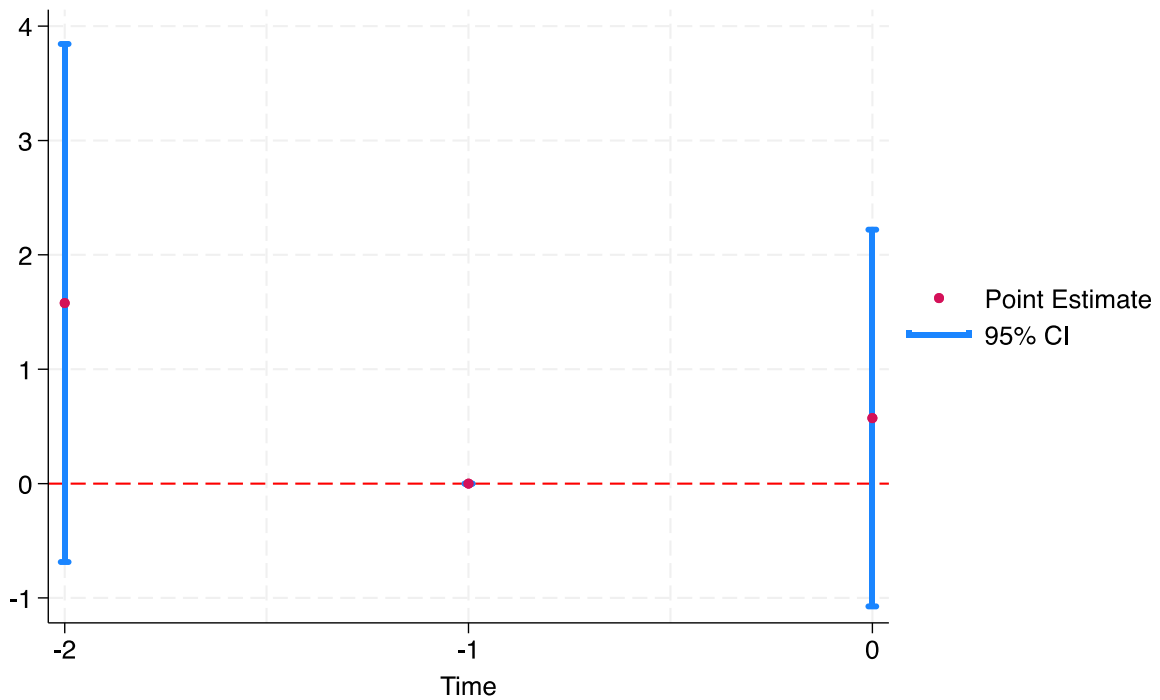
Implementation Analysis Results

To contextualize the impact of the 95 Phonics Core program impact analysis, we conducted an evaluation of program implementation, capturing both the extent to which the 95 Phonics Core program was implemented by administrators, learning specialists, and teachers and, in turn, how experiences impacted instructional efficacy. As such, data suggest administrators, learning strategists, and teachers had mostly positive perceptions of 95 Phonics Core programming, often strongly positive as the school year progressed, and early difficulties were addressed. Across the data, they praised program rigor, noting a positive impact on students. While administrator data suggest limited day-to-day involvement, learning strategists and teachers reported strong positive perceptions of implementation and instructional efficacy, particularly on the end-of-year survey. Data, however, also indicate mixed levels of collaboration and frequency of feedback, especially from administrators, but also for learning strategists pressed into teaching duties or who otherwise filled multiple roles. Strategists and teachers were unequivocal in their frustration with the belated initial program rollout, which they perceived as leading to a number of challenges. They also expressed frustration with the program's pacing earlier in the school year, as teachers worked to foster basic student skills unaccounted for in program routines, and with perceived materials shortages, especially as the year progressed and materials wore out or classroom rosters increased.

95 Phonics Core Administrators

The administrator survey focused on perceptions of 1) the professional learning they have received; and 2) the alignment of the 95 Phonics Core program with their strategic plan; and 3) the degree of implementation of the program at their school. In total, 15 administrators completed the mid-year survey, and 20 administrators completed the end-of-year survey (39%, 53% response rates, respectively).

Administrator Survey Demographics

As Table 4 shows, in the mid-year survey approximately 87% of administrators identified as female, while 13% identified as male. In the end-of-year survey, 85% of survey respondents identified as female and 15% as male.

Table 4. 95 Phonics Core Administrators by Gender

Gender	Mid-year Survey	End-of-year Survey
Female	13 (86.7%)	17 (85.0%)
Male	2 (13.3%)	3 (15.0%)

As Table 5 shows, in the mid-year survey approximately 60% of administrators identified as White, 20% as Black or African American, 13% as Hispanic or Latino/a/x, and 7% as Asian or Pacific Islander. In the end-of-year survey, 60% of administrators identified as White, 15% as Black or African American, 15% as Hispanic or Latino/a/x, and 5% as Asian or Pacific Islander, and 5% as Two or more races.

Table 5. 95 Phonics Core Administrators by Race

Race	Mid-year Survey	End-of-year Survey
White	9 (60.0%)	12 (60.0%)
Black or African American	3 (20.0%)	3 (15.0%)
Hispanic or Latino/a/x	2 (13.3%)	3 (15.0%)
Asian or Pacific Islander	1 (6.7%)	1 (5.0%)
Two or more races	0 (0.0%)	1 (5.0%)

As Table 6 shows, in the mid-year survey approximately 13% of administrators indicated they have 3-5 years of administrative experience, 40% had 6-10 years of experience, 20% had 11-15 years, 20% had 16-20, and 7% had more than 20 years of experience. In the end-of-year survey, 40% of administrators indicated they have 3-5 years of administrative experience, 30% had 6-10 years of experience, 5% had 11-15 years, 15% had 16-20, and 10% had more than 20 years of experience.

Table 6. 95 Core Phonics Administrators by Years of Administrative Experience

Years	Mid-year Survey	End-of-year Survey
3-5 years	2 (13.3%)	8 (40.0%)
6-10 years	6 (40.0%)	6 (30.0%)
11-15 years	3 (20.0%)	1 (5.0%)
16-20 years	3 (20.0%)	3 (15.0%)
More than 20 years	1 (6.7%)	2 (10.0%)

95 Phonics Core Information Sessions Attended

As Table 7 shows, in the mid-year and end-of-year surveys approximately 33% of administrators attended the initial professional development information sessions in early August. However, only 7% to 20% indicated they attended any remaining professional development sessions throughout the school year, including 4 of 15 (27%) and 18 of 20 respondents (90%) who attended "none of the above" in the first and second halves of the school year, respectively.

Table 7. 95 Phonics Core Administration Professional Development Sessions Attended

Session	Count
Mid-year Survey	
Administrative Information Session (8/2/2022)	5 (33%)
Administrative Information Session (8/4/2022)	5 (33%)
Information Overview Session: (8/24/2022)	1 (7%)
95 Phonics Core Program Overview (9/12/2022)	3 (20%)
95 Phonics Core Program Session #1 (9/14/2022)	1 (7%)
95 Phonics Core Program Implementation (9/20/2022)	2 (13%)
95 Phonics Core Program Implementation (9/21/2021)	1 (7%)
95 Phonics Core Program Implementation Planning: (10/26/2022)	0 (0%)
95 Phonics Core Program Implementation Planning: (10/26/2022)	1 (7%)

None of the above—mid-year survey	4 (27%)
End-of-year Survey	
95 Phonics Core Program Session #3 (1/18/2023)	2 (10%)
95 Phonics Overview for Administrators in Transformation Network: (1/31/ 2023)	0 (0%)
95 Phonics Core Program Implementation PLC/Coaching: February 1, 2023	0 (0%)
95 Phonics Core Program Session #4: February 22, 2023	0 (0%)
None of the above—end-of-year survey	18 (90%)

Administrator Survey Results

95 Phonics Core Strategic Alignment

Figure 8 shows the percentage of administrators who "Agree" or "Strongly Agree" with questions related to how well the 95 Phonics Core program aligns with their schools' strategic vision on the mid-year (grey) and end-of-year (blue) surveys. The response scale ranged from (1) strongly disagree, (2) disagree, (3) neither agree nor disagree, (4) agree, (5) strongly agree. Across mid-year and end-of-year surveys, data suggest administrators consistently perceived the 95 Phonics Core program aligned with their schools' strategic plans, curriculum goals, language and literacy learning objectives, and CCSD's LETRS initiative. For example, 93.3% of administrators agreed or strongly agreed the program aligned with language and literacy learning objectives in the mid-year survey, and 95.2% in the end-of-year survey. Similarly, 93.3% reported similar perceptions of program alignment with CCSD's LETRS initiative, increasing slightly to 95.2% in the end-of-year survey.

Figure 8. 95 Phonics Core Administrators: Program Strategic Alignment
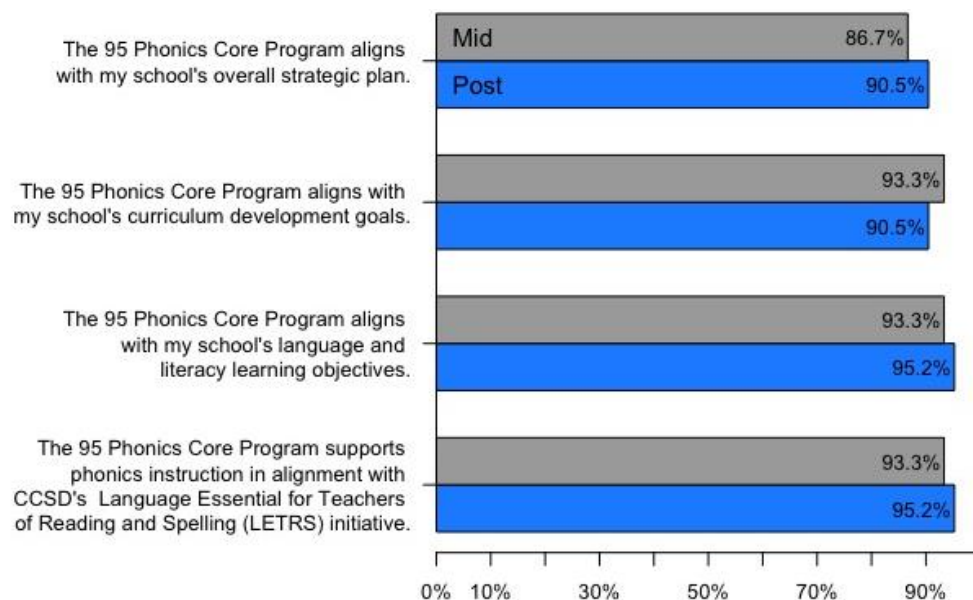
Additional Comments: Strategic Alignment

In an open-ended question, administrators were invited to further share their perceptions of how the 95 Phonics Core program aligns with their school's strategic plan. Across the data,

comments mostly suggested the program paired well with administrative strategic vision. The program, as one respondent shared, "supports teaching students foundational reading skills to assist us in meeting our school goals." Another commented "how explicit 95 Phonics is and how easy it is for new teachers to use," noting that "95 Phonics addresses the Reading Foundational Skills." A third linked the program to district professional development, saying "This program supports our teachers' use of the skills gained during the LETRS Professional Development. This gives us a how to implement our learning to support students' reading development," while a fourth appreciated the scope and sequence through primary grade levels and explicitness of the lessons, noting how that cohesion has "supported our PLC process." However, a couple respondents also expressed reservations with "phonics instruction which can be very rote," potentially overlooking other literacy elements such as comprehension and writing. As one respondent explained, "it is just worksheets which do support student learning, but do not lend itself to the practical use of reading. There needs to be more focus on the comprehension and writing piece…Our school's strategic plan focuses on integrating the foundational skills with the practical use of reading informational and literary text associated with the foundational skills taught." See Appendix A for the complete results of open-ended comments from the 95 Phonics Core Administrator survey.

95 Phonics Core Trainings and Materials

Figure 9 shows the percentage of administrators who "Agree" or "Strongly Agree" with questions related to 95 Phonics Core program trainings on the mid-year (grey) and end-of-year (blue) surveys. The response scale ranged from (1) strongly disagree, (2) disagree, (3) neither agree nor disagree, (4) agree, (5) strongly agree. Across mid-year and end-of-year surveys, data suggest mixed, though mostly positive initial perceptions of program trainings that decreased in the end-of-year survey. For example, 93.3% of administrators agreed or strongly agreed learning specialists are meeting expectations, yet only 61.9% expressed similar sentiments in the end-of-year survey. Likewise, both usage and understanding of "Look for" protocols decreased (60% to 42.9%, 66.7% to 52.4%, respectively). Conversely, administrators indicated they provided more frequent opportunities for learning walks or peer observations (53.3% to 61.9%).

Figure 10 shows the percentage of administrators who "Agree" or "Strongly Agree" with questions related to 95 Phonics Core program materials on the mid-year (grey) and end-of-year (blue) surveys. The response scale ranged from (1) strongly disagree, (2) disagree, (3) neither agree nor disagree, (4) agree, (5) strongly agree. Data suggest mixed initial perceptions of access to program materials, which decreased sharply in the end-of-year survey. For example, 46.7% of administrators agreed or strongly agreed they had easy access to teacher support materials and product training videos in the mid-year survey, yet only 14.3% felt similarly in the end-of-year survey. Similarly, perceived access to assessments and spelling lists decreased (46.7% to 19%).

Figure 11 shows the percentage of administrators who "Agree" or "Strongly Agree" with questions related to 95 Phonics Core program supply of materials on the mid-year (grey) and end-of-year (blue) surveys. The response scale ranged from (1) strongly disagree, (2) disagree, (3) neither agree nor disagree, (4) agree, (5) strongly agree. Data suggest mixed initial perceptions of adequate supplies, which mostly decreased in the end-of-year survey. For example, 53.3% of administrators perceived adequate supplies of sound-spelling cards in the mid-year survey, yet 38.1% felt similarly in the end-of-year survey. Conversely, perceived supplies of student workbook sets slightly increased from the mid-year to the end-of-year surveys (40% to 47.6%).

Figure 9. 95 Phonics Core Administrators: Program Training
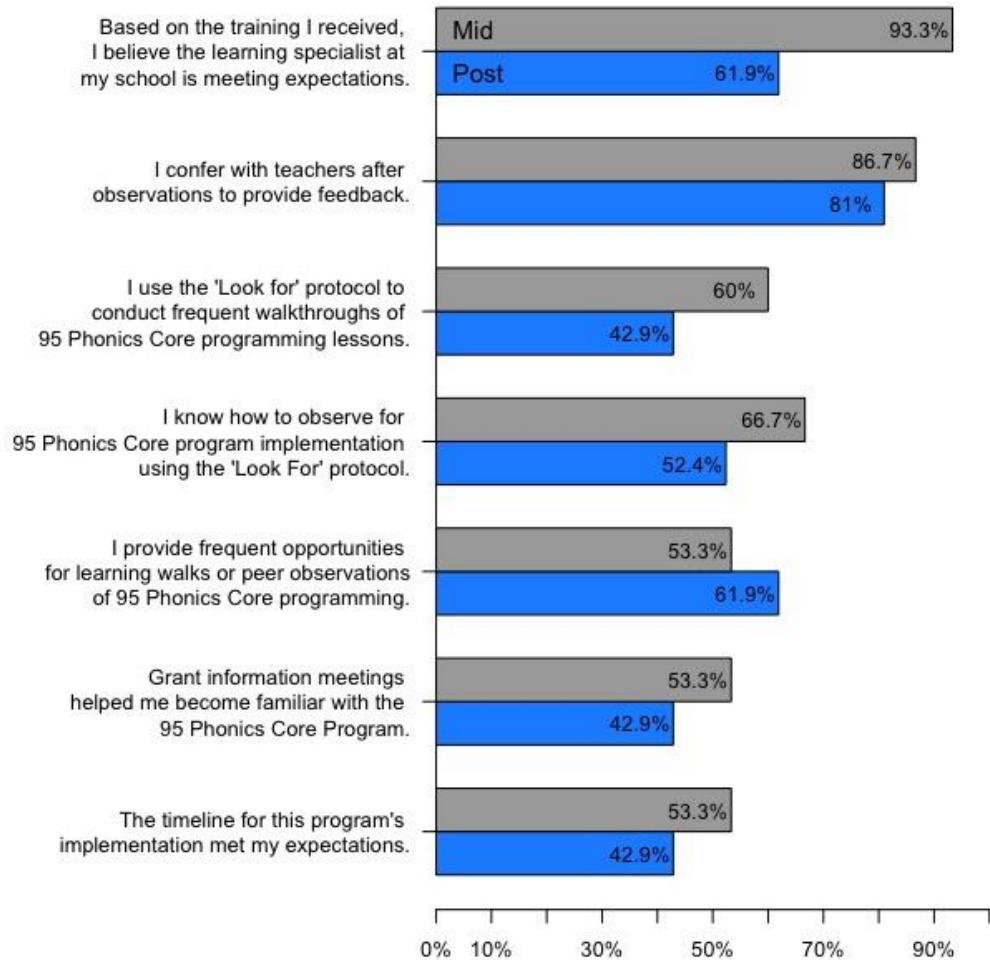
Figure 10. 95 Phonics Core Administrators: Access to Materials
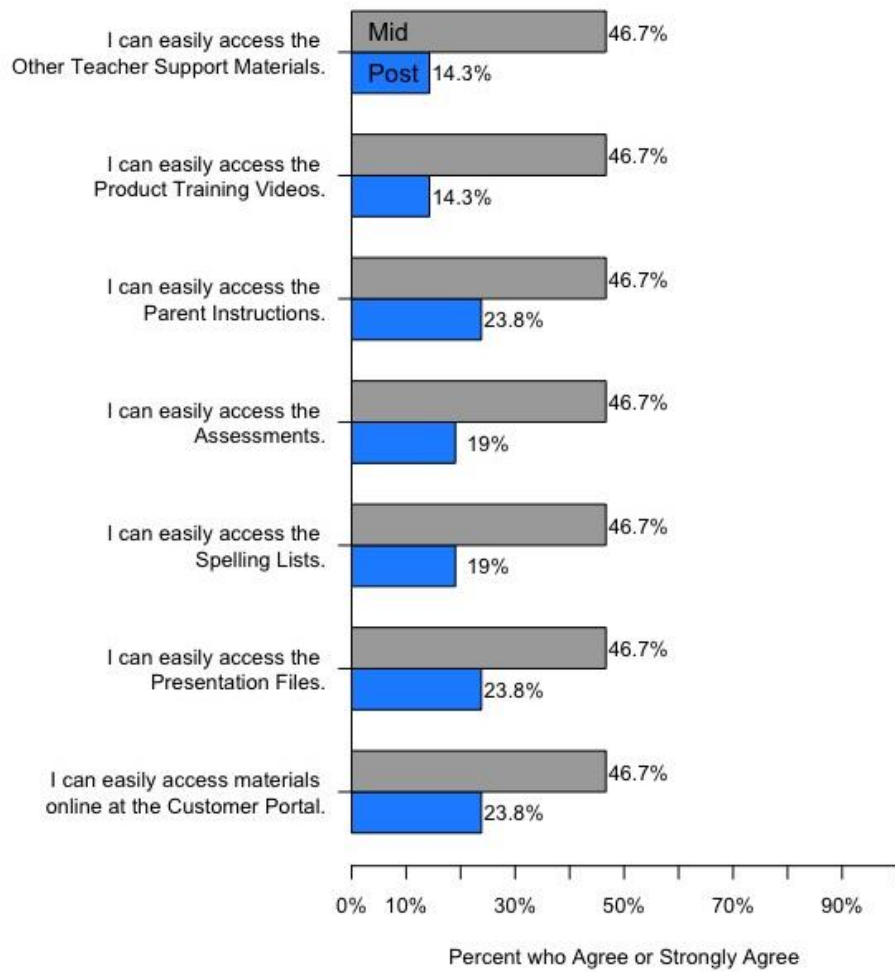
Figure 11. 95 Phonics Core Administrators: Supply of Materials
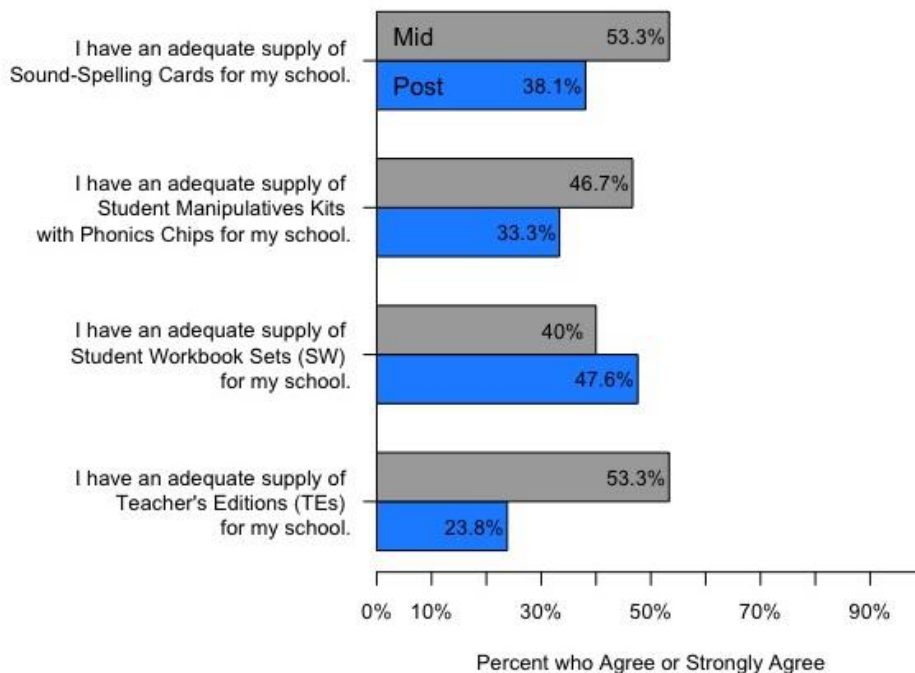
Additional Comments: Trainings and Materials

In an open-ended question, administrators were invited to further share their perceptions of 95 Phonics Core program training. Mid-year survey data suggest administrators were mostly uninvolved with trainings—potentially due to the truncated implementation timeline—or ill-informed and so instead relied on staff or learning strategists. As one respondent said, "The only issue with the timeline was that we received it after the start of the school year. Therefore, training staff was rushed. Schedules, lesson plans, et al. had to be adjusted a month into school as opposed to thoroughly thought out and planned before students arrived." Another, who did not participate in trainings, said, "I did not receive administrative training on the program, so there are many things I do not know about the program. My staff, however, was trained and knows what to do." End-of-year data indicate a continued disconnect between administrators and received trainings. As one respondent said, "I have not had or attended much Core 95 training. We received the kits in September and told not to touch them until October and then were mandated to use them. My Read by Grade 3 strategist attended trainings, but I do not know which ones or what they entailed." Another said, "The training for administrators was limited. The program was rolled out late in the year and many of the skills taught at the beginning of the program had already been taught in our K and 1st grade classrooms causing students to be bored with the content. I think helping schools identify where to start with the program and how to address students that are far beyond what the program provides would have been beneficial." See Appendix A for the complete results of open-ended comments from the 95 Phonics Core Administrator survey.

95 Phonics Core Implementation

As Table 8 shows, when asked about the amount of instructional time allotted to kindergarten teachers in both the mid-year and end-of-year surveys, approximately 40% of administrators indicated in the mid-year survey they provide more than 30 minutes of 95 Phonics

Core program instructional minutes to kindergarten teachers per day. In the end-of-year survey, 55% of administrators indicated they provide 25-30 minutes of 95 Phonics Core program instructional minutes to kindergarten teachers per day.

Table 8. 95 Phonics Core Administrators: Kindergarten Instructional Time

Time	Mid-year survey	End-of-year survey
10 - 15 minutes	1 (6.7%)	0 (0.0%
15 - 20 minutes	1 (6.7%)	2 (10%)
20 - 25 minutes	3 (20.0%)	1 (5%)
25 - 30 minutes	4 (26.7%)	11 (55%)
More than 30 minutes	6 (40.0%)	6 (30%)

As Table 9 shows, when asked about the amount of instructional time allotted to first-grade teachers in both the mid-year and end-of-year surveys, approximately 33.3% of administrators indicated in the mid-year survey they provide 25-30 minutes and 33.3% provide more than 30 minutes of 95 Phonics Core program instructional minutes to first-grade teachers per day. In the end-of-year survey, 60% of administrators indicated they provide 25-30 minutes of 95 Phonics Core program instructional minutes to first-grade teachers per day.

Table 9. 95 Phonics Core Administrators: First-Grade Instructional Time

Time	Mid-year survey	End-of-year survey
10 - 15 minutes	1 (6.7%)	0 (0.0%)
15 - 20 minutes	1 (6.7%)	1 (5%)
20 - 25 minutes	3 (20.0%)	1 (5%)
25 - 30 minutes	5 (33.3%)	12 (60%)
More than 30 minutes	5 (33.3%)	6 (30%)

As Table 10 shows, when asked about the amount of instructional time allotted to second-grade teachers in both the mid-year and end-of-year surveys, approximately 40% of respondents indicated in the mid-year survey they provide 20-25 minutes and 40% provide more than 30 minutes of 95 Phonics Core program instructional minutes to second-grade teachers per day. In the end-of-year survey, 44.4% of respondents indicated they provide more than 30 minutes of 95 Phonics Core program instructional minutes to second-grade teachers per day.

Table 10. 95 Phonics Core Administrators: Second-Grade Instructional Time

Time	Mid-year survey	End-of-year survey
15 - 20 minutes	0 (0%)	1 (11.1%)
20 - 25 minutes	2 (40.0%)	1 (11.1%)
25 - 30 minutes	1 (20.0%)	3 (33.3%)
More than 30 minutes	2 (40.0%)	4 (44.4%)

As Table 11 shows, when asked about the amount of instructional time allotted to third-grade teachers in both the mid-year and end-of-year surveys, approximately 40% of respondents indicated in the mid-year survey they provide 20-25 minutes and 40% provide more than 30 minutes of 95 Phonics Core program instructional minutes to third-grade teachers per day. In the end-of-year survey, 44.4% of respondents indicated they provide more than 30 minutes of 95 Phonics Core program instructional minutes to third-grade teachers per day.

Table 11. 95 Phonics Core Administrators: Third-Grade Instructional Time

Time	Mid-year survey	End-of-year survey
15 - 20 minutes	0 (0%)	2 (22.2%)
20 - 25 minutes	2 (40.0%)	0 (0%)
25 - 30 minutes	1 (20.0%)	3 (33.3%)
More than 30 minutes	2 (40.0%)	4 (44.4%)

Figure 12 shows the percentage of administrators who "Agree" or "Strongly Agree" with questions related to 95 Phonics Core program implementation on the mid-year (grey) and end-of-year (blue) surveys. The response scale ranged from (1) strongly disagree, (2) disagree, (3) neither agree nor disagree, (4) agree, (5) strongly agree. Data suggest moderately positive initial perceptions of implementation, which decreased in the end-of-year survey. For example, 86.7% of administrators agreed or strongly agreed they knew who to reach out for assistance with implementation in the mid-year survey, yet only 57.1% felt similarly in the end-of-year survey. Similarly, understanding of program mastery (53.3% to 52.4%), pacing (60% to 52.4%), instructional routines (60% to 57.1%), and instructional dialogue (73.3% to 61.9%) decreased slightly.

Figure 12. 95 Phonics Core Administrators: Program Implementation
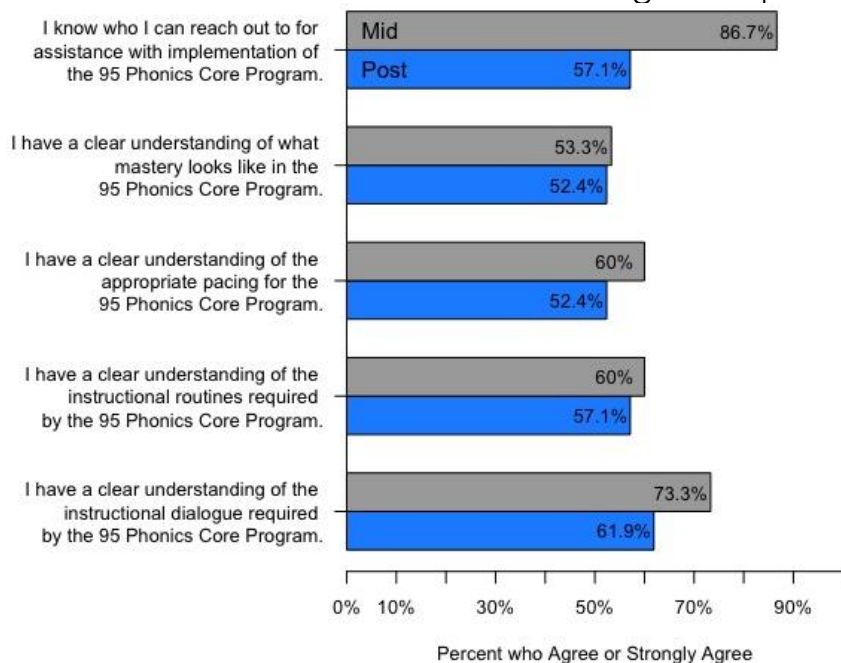
Additional Comments: Implementation

In an open-ended question, administrators were invited to further share their perceptions of 95 Phonics Core program implementation. Limited comments suggest administrators were agnostic about implementation. Some expressed frustration about not receiving enough initial training or not being more included in the process, while others felt hamstrung by limited access to materials. As one administrator said, "Teachers were really frustrated by the program at the beginning. It would have been beneficial to have more training for teachers or more schools that had tried the program before integrating it within the school." Another explained, "Access to digital materials and/or physical manuals for administrators would be helpful. Other than that, our teachers enjoy using the program." In fact, implementation comments also lauded the program, noting positive student results, in addition to expressing their frustration. A third administrator said, "I think from what I have seen of the program, it is a good systematic way to teach phonics. I just wish it was rolled out with more thoughtfulness and care." See Appendix A for the complete results of open-ended comments from the 95 Phonics Core Administrator survey.

Additional Comments: General Suggestions

In an open-ended question, administrators were invited to further share their perceptions of their role or experience(s) using the Phonics Core program. Limited data suggest administrators perceive positive student returns with the program; however, they mostly described arm's-length involvement with implementation, instead deferring to support staff and learning strategists as experts. As one respondent explained, "I would have liked more training on the implementation. I know my strategist has received that training and I trust his leadership with it - he's on top of it. But for myself, I would have liked more background knowledge and training." See Appendix A for the complete results of open-ended comments from the 95 Phonics Core Administrator survey.

95 Phonics Core Learning Strategist Survey

The learning strategist survey focused on perceptions of 1) the professional learning they have received; and 2) the degree of implementation of the program at their school. In total, 39 learning strategists completed the mid-year survey, and 29 completed the end-of-year survey (100% and 74% response rates, respectively).

Learning Strategist Survey Demographics

As Table 12 shows, in the mid-year survey approximately 95% of learning strategists identified as female, while 5% identified as male. In the end-of-year survey, 93% of survey respondents identified as female and 7% as male.

Table 12. 95 Phonics Core Learning Strategist by Gender

Gender	Mid-year survey	End-of-year survey
Female	37 (94.9%)	27 (93.1%)
Male	2 (5.1%)	2 (6.9%)

As Table 13 shows, in the mid-year survey approximately 72% of learning strategists identified as White, 8% as Black or African American, 11% as Hispanic or Latino/a/x, 3% as Native American, and 6% as Two or more races. In the end-of-year survey, 74% of learning strategists

identified as White, 7% as Black or African American, 7% as Hispanic or Latino/a/x, 7% as Two or more races, and 4% who identified race using various other designations.

Table 13. 95 Phonics Core Learning Strategist by Race

Race	Mid-year survey	End-of-year survey
White	26 (72.2%)	20 (74.1%)
Black or African American	3 (8.3%)	2 (7.4%)
Hispanic or Latino/a/x	4 (11.1%)	2 (7.4%)
Native American	1 (2.8%)	0 (0.0%)
Two or more races	2 (5.6%)	2 (7.4%)
I identify as…	0 (0.0%)	1 (3.7%)

As Table 14 shows, in the mid-year survey approximately 5% of learning strategists indicated they have 3-5 years of educational experience, 15% had 6-10 years of experience, 10% had 11-15 years, 39% had 16-20, and 28% had more than 20 years of experience. In the end-of-year survey, 11% of learning strategists indicated they have 6-10 years of experience, 7% had 11-15 years, 52% had 16-20, and 30% had more than 20 years of experience.

Table 14. 95 Phonics Core Learning Strategist by Educator Experience

Years	Mid-year survey	End-of-year survey
3-5 years	2 (5.1%)	0 (0.0%)
6-10 years	6 (15.4%)	3 (11.1%)
11-15 years	4 (10.3%)	2 (7.4%)
16-20 years	15 (38.5%)	14 (51.9%)
More than 20 years	11 (28.2%)	8 (29.6%)

95 Phonics Core Information Sessions Attended

As Table 15 shows, in the mid-year survey approximately 54%-64% of learning strategists indicated they attended program overview and implementation sessions at the beginning of the school year through the mid-October professional development session. Attendance at professional development sessions increased in the end-of-year survey, as 93% indicated they attended the January 18 session, and 76%-79% attended the February sessions. Notably, only 3% of learning strategists attended none.

Table 15. 95 Phonics Core Learning Strategist Professional Development Sessions Attended

Session	Count
Mid-year survey	
Administrative Information Session: August 2, 2022	4 (10%)
Administrative Information Session: August 4, 2022	1 (3%)
Information Overview Session: August 24, 2022	19 (49%)
95 Phonics Core Program Overview: September 12, 2022	21 (54%)
95 Phonics Core Program Session #1: September 14, 2022	24 (62%)
95 Phonics Core Program Implementation: September 21, 2022	25 (64%)
95 Phonics Core Program Session #2: October 12, 2022	24 (62%)
95 Phonics Core Program Implementation Planning: October 26, 2022	12 (31%)
None of the above—mid-year survey	1 (3%)
End-of-year survey	
95 Phonics Core Program Session #3: January 18, 2023	27 (93%)
95 Phonics Overview for Administrators in Transformation Network: January 31, 2023	5 (17%)
95 Phonics Core Program Implementation PLC/Coaching: February 1, 2023	22 (76%)
95 Phonics Core Program Session #4: February 22, 2023	23 (79%)
None of the above—end-of-year survey	1 (3%)

Learning Strategists Survey Results

95 Phonics Core Trainings and Materials

Figure 13 shows the percentage of learning strategists who "Agree" or "Strongly Agree" with questions related to 95 Phonics Core program trainings and materials on the mid-year (grey) and end-of-year (blue) surveys. The response scale ranged from (1) strongly disagree, (2) disagree, (3) neither agree nor disagree, (4) agree, (5) strongly agree. Across mid-year and end-of-year surveys, data suggest mostly positive initial perceptions of program trainings and materials that increased, significantly in some cases, in the end-of-year survey. For example, while 53.8% of learning strategists initially agreed or strongly agreed they leveraged student data to engage with teachers and 64.1% initially had a clear understanding of program mastery, 89.7% and 93.1% indicated as much in the end-of-year survey. Further, respondents revealed consistently strong understanding of pacing, instructional routines, and dialogue across surveys (84.6% to 93.1%, 89.7% to 96.6%, 89.7% to 96.6%, respectively), a pattern similarly reflected in materials pertaining to projects, units, support resources, and program materials.

Figure 13. 95 Phonics Core Learning Strategists: Program Trainings and Materials

I analyze student data to engage with teachers in individual and collaborative reflection and problem-solving.
Mid 53.8%
Post 89.7%

I know who I can reach out to for assistance with implementation of the 95 Phonics Core Program.
87.2%
96.6%

I have a clear understanding of what mastery looks like for the 95 Phonics Core Program.
64.1%
93.1%

I have a clear understanding of the appropriate pacing for the 95 Phonics Core Program.
84.6%
93.1%

I have a clear understanding of the instructional routines required by the 95 Phonics Core Program.
89.7%
96.6%

I have a clear understanding of the instructional dialogue required by the 95 Phonics Core Program.
89.7%
96.6%

I have a clear understanding of 95 Core Phonics instructional projects.
53.8%
82.8%

I have a clear understanding of 95 Core Phonics instructional units.
79.5%
89.7%

I am aware of 95 Phonics Core Program support resources.
79.5%
86.2%

I am familiar with 95 Phonics Core Program online materials.
89.7%
93.1%

I am familiar with 95 Phonics Core Program materials.
92.3%
100%

Percent who Agree or Strongly Agree

Additional Comments: Trainings and Materials

In an open-ended question, learning strategists were invited to further share their perceptions of 95 Phonics Core program training and materials. Mid-year survey data suggested ambivalence about received trainings. While some learning strategists expressed positive sentiments, others expressed frustration with the belated implementation timeline, conflicting messaging, and lack of access to materials. As one learning strategist said, "The roll out was rough, there was a breakdown with conflicting ideas on expectations and what it should be looking like. We've worked through a lot of kinks and much of the information we'd received in the last training would've been

nice to have initially. The mix ups caused a lot of stress for teachers that could've been avoided." Another added, "The teachers were given a one day very short training after the school year had started. At my school all of our K and 1 teachers had been implementing Heggerty already. This was a hard pivot for them, and with MINIMAL time to preview and learn the program some of them have struggled." A third said, "We were recently given access to the online portion of the program but not teacher's manuals. I feel like I was set up for failure when I was expected to help implement the program but was not given the materials to be successful. It is very hard to prepare to model a lesson when I don't have access to materials to review the routines and hand signals required for the lesson."

End-of-year data, however, infer these concerns were alleviated as the school year unfolded. One respondent described the shift in perspective. In their words: "I greatly appreciated the training we received however initially it was conflicting. The rollout of information was rough since what we heard from various sources between district and 95 people didn't align and left us and teachers feeling very stressed. Later trainings proved to be invaluable with providing the necessary information to SUCCESSFULLY implement the program with realistic expectations along the way." Another said, "The roll out was ROUGH with tons of inconsistencies but once things smoothed out and we were able to get into the meat of it all it was great, and I appreciated all the insight and suggestions." See Appendix A for the complete results of open-ended comments from the 95 Phonics Core Learning Strategist survey.

Interviews: Professional Development Trainings

In our interviews with learning strategists, they provided insights into trainings, describing how the initial program roll out informed—or constrained—their introductions to the curricula and general sense of the program. Across the data, those learning strategists who had more robust training and professional development experiences, especially those provided with opportunities to visit classroom and observe teachers instructing students, tended to see the utility of the program more readily. For example, as one learning strategist shared, "Once I saw it, it's phenomenal. And same thing my teacher said, because after I saw it, I got to come in and I got to model for them." Another said, "It's a different dynamic to actually be there with a live person and see things happening as compared to feeling like it's staged. To hear it is different. To see it is a totally different ballgame." Others similarly felt their colleagues would have benefitted from seeing the program modeled more explicitly. In one strategist's words, "We got to go do instructional rounds at a school that had really implemented 95 Core Phonics well and I thought, 'Oh, that would've been a good thing for my teachers to see here,' to be able to go into schools and see teachers that are implementing the program and to see how it's run…if they would've saw that they would've bought into the 95 Core Phonics Program a little bit more."

Conversely, those who received truncated introductions without access to curricula and materials during trainings or did not have opportunities to see any of it modeled were less enthusiastic. Several were not provided their own teaching materials, which proved challenging when they observed or taught the curriculum themselves. As one explained, "I had one hour meeting to tell me what the program was about. Here's a website. You have an account online, but I don't even have, most of the program requires that you read from a teacher manual. I don't even have one. They told me that we don't get one. I don't know how it is I'm supposed to observe and see if they're matching it." More explanatory materials were not always available. As one said. "There's no training videos on anything. On the website there's nothing."

In sharing solutions to trainings shortcomings, a third said**,** "It would be great for us strategists to have a [teacher edition] so that we can look and see what the teachers need to

do…[W]hen we go and observe, we ask what lesson they're on and all of that. So this way we have it in front of us. But it'd be great if we had our own copy so this way we can see and be able to help assist more with that." Another suggested collaborative trainings with teachers could mediate some limitations and better support implementation. In her words: "I think it would be a better process if I actually had the trainings with my teachers, so that as a school collaboratively, we can all be on the same page and all be speaking the same language, all understand the strategies and be able to build that knowledge base from each other with our particular population of students in mind. I think that would be helpful. I had a totally different training than the teachers did. I feel like the training should be geared more towards the classroom teacher. I don't think that the teacher part of it was adequate at all."

95 Phonics Core Implementation

Figure 14 shows the percentage of learning strategists who "Agree" or "Strongly Agree" with questions related to 95 Phonics Core program implementation on the mid-year (grey) and end-of-year (blue) surveys. The response scale ranged from (1) strongly disagree, (2) disagree, (3) neither agree nor disagree, (4) agree, (5) strongly agree. Data suggest positive, if muted, initial perceptions of implementation, which remained consistent or fluctuated slightly in the end-of-year survey. For example, 66.7% of learning strategists agreed or strongly agreed they provide coaching for teacher regularly in the mid-year survey, while 69% felt similarly in the end-of-year survey. Similarly, celebrating successes (79.5% to 75.9%), motivating teachers (74.4% to 75.9%), and fostering community to support implementation (76.9% to 69% to) varied slightly between surveys, suggesting consistent mostly positive perceptions of implementation.

Figure 14. 95 Phonics Core Learning Strategists: Program Implementation
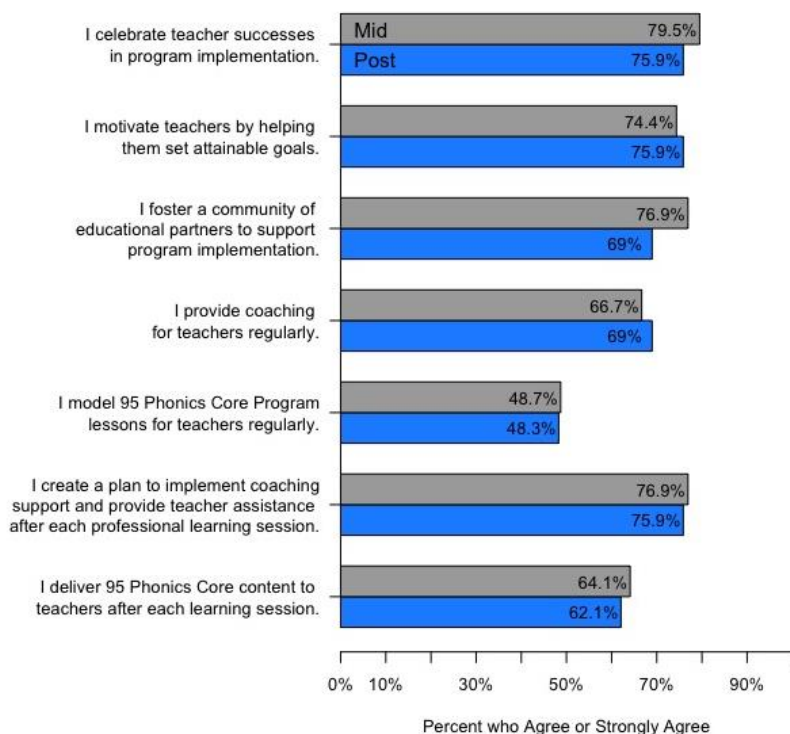
Additional Comments: Implementation

In an open-ended question, learning strategists were invited to further share their perceptions of 95 Phonics Core program implementation. Limited data suggest implementation challenges were systemic rather than reflective of program shortcoming. Multiple respondents described being pressed into teaching duties at short-staffed schools or otherwise filling multiple roles beyond the intended purview of program learning strategists. See Appendix A for the complete results of open-ended comments from the 95 Phonics Core Learning Strategist survey.

Interviews: Implementation

In our interviews with learning strategists, they shared perceptions of program implementation, describing factors that supported—or inhibited—implementation. Most commonly, learning strategists described challenges with pacing earlier in the school year, as students acclimated to the classroom, which some perceived as not accounted for in the curricula. For example, one strategist described how challenging it was to implement curricula while also routinizing the classroom and fostering basic student skills, explaining, "It takes a long time to get those kinds of routines and procedures set in place. And I know there was a point in the year when teachers were like, 'okay, we've worked out how to do that.' A common mistake I see new teachers do is they come in and they think I'm going to spend two or three days doing routines and procedures and all those kinds of things, and then we're going to hit the ground running…[I]t's going to take you two weeks just to be able to hand the stuff out, do one of the activities and gather it back in and what that looks like. We need to get this down to two or three minutes so that we're using our time wisely." Another described similar early implementation challenges. In her words: "The beginning of the year, the routine of the program was super difficult, and it was taking easily an hour for us to finish, and we had kids that just couldn't follow the routine of the program. But, man, now in the classrooms that are consistently doing it, these kids, they know exactly what to do and their awareness skills have greatly improved…A lot of them have never even held a pencil in their hand or they come from backgrounds where they don't have a lot of support from home because both parents are working and they're busy, different things like that. So challenging at the beginning was time, trying to get it down to 30 minutes or close to 30 minutes and then how to hold a pencil, how to turn a page in a book, so at the beginning there were some challenges, especially in kinder, just using the materials but it's gotten a ton better. Now the kids kind of understand and they've got some procedures and routines down and I think now that we've done it, the teachers know how to start next year better because it was kind of like a learning year."

Initial implementation may also have been affected by low teacher buy-in, which one strategist connected to perceived frequent district-level changes to curricula, saying "So we got a new phonics program this year. New math was last year. This year we got science and the 95 Core. And next year is reading, which is, I can't even tell you the massive undertaking that's going to be. They haven't even announced what it is and people are freaking out." Another said, "In the beginning we did have some teachers that didn't want to jump on board…Our big thing was, 'Is it going to leave soon?' So are we going to spend all this time on it and then, we're going to get something else the next year." A third echoed these sentiments, though noted increased teacher buy-in because of the perceived positive impact on students. In her words: "In the beginning, the teachers weren't very happy with the program…I think now they see the value of the repetitiveness of the program and how it's kind of the same thing every day and I think they're seeing how much their students are growing. So I think they see the value in the program now because they're seeing the student's growth when we give them the assessments and they say, 'Oh, they can do that independently,' or whatever. They're seeing the value of it."

Finally, several strategists relayed the difficulty of getting into the classrooms to observe and support teachers in presenting the new curriculum, most frequently due to teacher shortages within their schools and multiple competing responsibilities. This was the case, even though implementation was perceived to be smoother, and teacher buy-in higher, in schools where instructional modeling and collaboration had taken place. As one shared, "It was difficult for me when the program was supposed to be getting implemented to be able to be in their classrooms during that time of the year. I was doing a lot of subbing so I wasn't as free to go in there and model and coach. I did try to help as much as I could during my preps or before school with teachers, but a lot of it the teachers had to figure out for themselves." Another was more succinct, saying "As a strategist with lots of hats, I didn't have a lot of time to go in one-on-one."

For those who were able to facilitate observations and model curricula, they mostly had positive experiences with implementation as well as increased teacher buy-in. As one said, "I went in and modeled it for all of the kindergarten teachers so they could see how it could be done in that 30-ish minute timeframe and done well. Then we have a lot of feedback. We had our reflection afterwards. Since then, I have had several of the teachers in kindergarten asking me to come in and say, "Okay. I really liked what you did. Come on into my class so we can figure out how we can put that into what I'm doing. I want you to evaluate me."

95 Phonics Core Efficacy

Figure 15 shows the percentage of learning strategists who "Agree" or "Strongly Agree" with questions related to self-efficacy with the 95 Phonics Core program on the mid-year (grey) and end-of-year (blue) surveys. The response scale ranged from (1) strongly disagree, (2) disagree, (3) neither agree nor disagree, (4) agree, (5) strongly agree. Data suggest mostly positive initial perceptions of confidence, which increased notably in the end-of-year survey. For example, 66.7% of learning strategists agreed or strongly agreed they felt confident coaching teacher to use 95 Phonics Core in the mid-year survey, while 93.1% felt similarly in the end-of-year survey. Similarly, learning strategists expressed increased confidence in program knowledge between mid-year and end-of-year surveys (74.4% to 93.1%, respectively).

Figure 15. 95 Phonics Core Learning Strategist: Program Efficacy
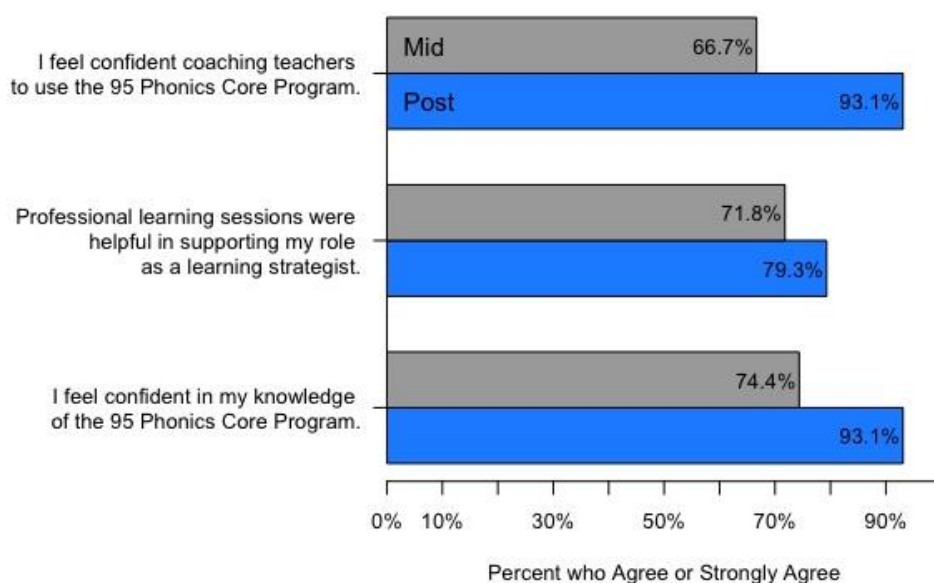
Additional Comments: General Suggestions

In an open-ended question, learning strategists were invited to further share perceptions of their role or experience(s) using the Phonics Core program. As with open-ended implementation comments, limited respondent data infer challenges beyond the purview of the program. The few end-of-year survey comments were largely positive, despite initial challenges. For example, one respondent said, "The roll out was very stressful but things steadily became less so throughout the year and teachers are finally seeing the benefit of following the program with fidelity." Another added, "I feel very confident with this program. I love it! I see the growth that the kids are making," while a third said, "I think this is a great program if it is used with fidelity and the expectation is all teachers will use it." See Appendix A for the complete results of open-ended comments from the 95 Phonics Core Learning Strategist survey.

Interviews: Program Efficacy

In our interviews with learning strategists, they shared perceptions of program efficacy, describing barriers and benefits that informed their overall experiences. In reflecting on program challenges, strategists most often expressed the need for more student instructional materials, predominantly due to transient student populations. As one said, "They sent me the amount, exact amount based on enrollment. I came to them and I said, hey, I need more kindergarten materials. And they said, how many do you need? I said, 63. . . . we had 74 more than projected. And they said, we'll have to check your enrollment and get back to you. . . . it put back my whole kinder program because they were back a month before they researched and found out, oh yeah, I was right." Another said, "When new students come in, they don't have materials for them because a student left or maybe there's more added to your class, right? So now you have more students added to your class. So now we've had to make up used materials in other areas and they're pretty specific for this. Having extra materials would be great." A third said, "We have such a high transient rate, I knew teachers would take a new workbook every time a new kid came in instead of using an old one from a kid who transferred out, so that way ... We were only allotted so many depending on our population at our school."

Overall, however, learning strategists were notably sanguine about the program heading into the second year. They reflected on opportunities to build on this year's foundation, suggesting participants will be better able to leverage this year's successes and anticipate—and course correct for—some of this year's stumbling blocks. As one strategist said, "I think things will roll out a lot smoother [next year] because kinder did have it, so first grade when they get started, there will be some background for kinder students already, those students going into first grade. So I think they'll be able to hit the ground running. Same with second and third grade as well. The students like it…Children, they like routines, so it's routines. They know what they're doing. So that routine is huge." A second strategist remarked, "You are going to see the results, especially from, now our kindergartners who will be first graders….the momentum is there. It is amazing what I've been able to see in the classrooms. So, I'm very excited about it. We've needed this. We've asked for things like this. It touches on everything." In echoing this sentiment, a third anticipated increased teacher and student buy-in based on this year's experiences, saying, "I've heard from almost every teacher that if they were here last year that their students are farther ahead than they were before, so that's huge. I think they're liking it. Because we want to start right away, we're excited to see where they can go. Now, there's some good buy-in and from what I see, it seems like everybody is kind of on the same page. I think once kinder got started with it and they saw what the program could do, we definitely were excited about it and ready to move forward with it. Because they're using the same language and I think the students will continually know what the teachers are talking about, which will make it

easier because when you are going from year to year and you're having the students right away now know that they're ... what they're supposed to do and how to do it, I think it's going to be easier because the students know the expectations and the teachers will know the program themselves…They're making their jobs easier, which would be really nice for teachers, especially they have a lot on their plate."

95 Phonics Core Teacher Surveys

The teacher survey focused on perceptions of 1) the professional learning they received; and 2) the degree of implementation of the program at their school. In total, 140 teachers completed the mid-year survey, and 128 teachers completed the end-of-year survey (44% and 41% and response rates, respectively).

Teacher Survey Demographics

As Table 16 shows, in the mid-year survey 91% of learning strategists identified as female, while 5% identified as male, and 4% preferred to self-describe. In the end-of-year survey, 92% of survey respondents identified as female, 7% as male, and 1% indicated they prefer to self-describe.

Table 16. 95 Phonics Core Teachers by Gender

Gender	Mid-year survey	End-of-year survey
Female	124 (91.2%)	112 (91.8%)
Male	7 (5.1%)	9 (7.4%)
Prefer to self-describe	5 (3.7%)	1 (0.8%)

As Table 17 shows, in the mid-year survey approximately 50% of teachers identified as White, 7% as Black or African American, 19% as Hispanic or Latino/a/x, 14% as Asian or Pacific Islander, 2% as Middle Eastern or Northern African, 6% as Two or more races, and 3% who identified race using various other designations. In the end-of-year survey, 51% of teachers identified as White, 10% as Black or African American, 18% as Hispanic or Latino/a/x, 12% as Asian or Pacific Islander, 1% as Middle Eastern or Northern African, 6% as Two or more races, and 3% who identified race using various other designations.

Table 17. 95 Phonics Core Teachers by Race

Race	Mid-year survey	End-of-year survey
White	67 (50.4%)	62 (50.8%)
Black or African American	9 (6.8%)	12 (9.8%)
Hispanic or Latino/a/x	25 (18.8%)	22 (18.0%)
Asian or Pacific Islander	18 (13.5%)	14 (11.5%)
Middle Eastern or Northern African	2 (1.5%)	1 (0.8%)
Two or more races	8 (6.0%)	7 (5.7%)
I identify as…	4 (3.0%)	4 (3.2%)

As Table 18 shows, in the mid-year survey approximately 49% of teachers indicated they instruct kindergarten, 50% instruct first grade, and 2% instruct other grades. In the end-of-year

survey, 41% of teachers indicated they instruct kindergarten, 48% instruct first grade, 4% instruct second grade, 4% instruct third grade, and 2% instruct other grades.

Table 18. 95 Phonics Core Teachers by Grade

Grade	Mid-year survey	End-of-year survey
Kindergarten	67 (48.5%)	52 (41.3%)
1st Grade	69 (50%)	61 (48.4%)
2nd Grade	0 (0.0%)	5 (4.0%)
3rd Grade	0 (0.0%)	5 (4.0%)
Other	2 (1.5%)	3 (2.4%)

As Table 19 shows, in the mid-year survey approximately 10% of teachers indicated they had less than 1 year of teaching experience, 5% had one year of experience, 4% had two years of experience, 19% had 3-5 years of experience, 20% had 6-10 years of experience, 12% had 11-15 years of experience, 12% had 16-20 of experience, and 19% had more than 20 years of experience. In the end-of-year survey, 7% of teachers indicated they had less than 1 year of teaching experience, 4% had one year of experience, 4% had two years of experience, 18% had 3-5 years of experience, 22% had 6-10 years of experience, 10% had 11-15 years of experience, 10% had 16-20 of experience, and 26% had more than 20 years of experience.

Table 19. 95 Phonics Core Teachers by Teaching Experience

Years	Mid-year survey	End-of-year survey
Less than 1 Year	13 (10.0%)	8 (7.0%)
1 Year	6 (4.6%)	5 (4.4%)
2 Years	5 (3.8%)	4 (3.5%)
3-5 years	25 (19.2%)	20 (17.7%)
6-10 years	26 (20.0%)	25 (22.1%)
11-15 years	16 (12.3%)	11 (9.7%)
16-20 years	15 (11.5%)	11 (9.7%)
More than 20 years	24 (18.5%)	29 (25.7%)

95 Phonics Core Information Sessions

As Table 20 shows, in the mid-year survey approximately 64% of teachers indicated they attended program overview session, though only 14%-24% attended the September implementation sessions. Professional development sessions were similarly sparsely attended in the second semester, with 30% of respondents indicating they attended the January program session, while 58% indicated they attended none.

Table 20. 95 Phonics Core Teachers Professional Development Sessions Attended

Session	Count
Mid-year survey	
Information Overview Session: August 24, 2022	17 (12%)
95 Phonics Core Program Overview: September 12, 2022	90 (64%)
95 Phonics Core Program Implementation: September 20, 2022	33 (24%)
95 Phonics Core Program Implementation: September 21, 2022	20 (14%)
None of the above—mid-year survey	0 (0%)
End-of-year survey	
95 Phonics Core Program Session #3: January 18, 2023	39 (30%)
95 Phonics Overview for Administrators in Transformation Network: January 31, 2023	3 (2%)
95 Phonics Core Program Implementation PLC/Coaching: February 1, 2023	14 (11%)
95 Phonics Core Program Session #4: February 22, 2023	15 (12%)
None of the above—end-of-year survey	74 (58%)

Teacher Survey Results

95 Phonics Core Training and Materials

Figures 16 and 17 show the percentage of kindergarten and first-grade teachers who "Agree" or "Strongly Agree" with questions related to 95 Phonics Core program trainings and materials on the mid-year (grey) and end-of-year (blue) surveys. The response scale ranged from (1) strongly disagree, (2) disagree, (3) neither agree nor disagree, (4) agree, (5) strongly agree. Across mid-year and end-of-year surveys for both kindergarten and first-grade teachers, data suggest mostly strong positive initial perceptions of program materials that remained very strong, even in places where perceptions dipped slightly in the end-of-year survey. For example, 91% and 89.9% of kindergarten and first-grade teachers, respectively, agreed or strongly agreed in the mid-year survey they registered online to receive digital files and supporting materials, while 90.4% and 90.2%, respectively, indicated as much in the end-of-year survey. First-grade respondents, in particular, indicated continued access to materials across mid-year and end-of-year surveys, including program classroom kits (95.7%, 93.4%) with spelling cards (91.3%, 90.2%), student workbooks (97.1%, 93.4%), teacher's editions (97.1%, 93.4%). Notably, however, less than half of kindergarten teachers reported they had student manipulatives and phonics chips (43.3%, 44.2%).

Figure 16. 95 Phonics Core Kindergarten: Training and Materials

Percent who Agree or Strongly Agree
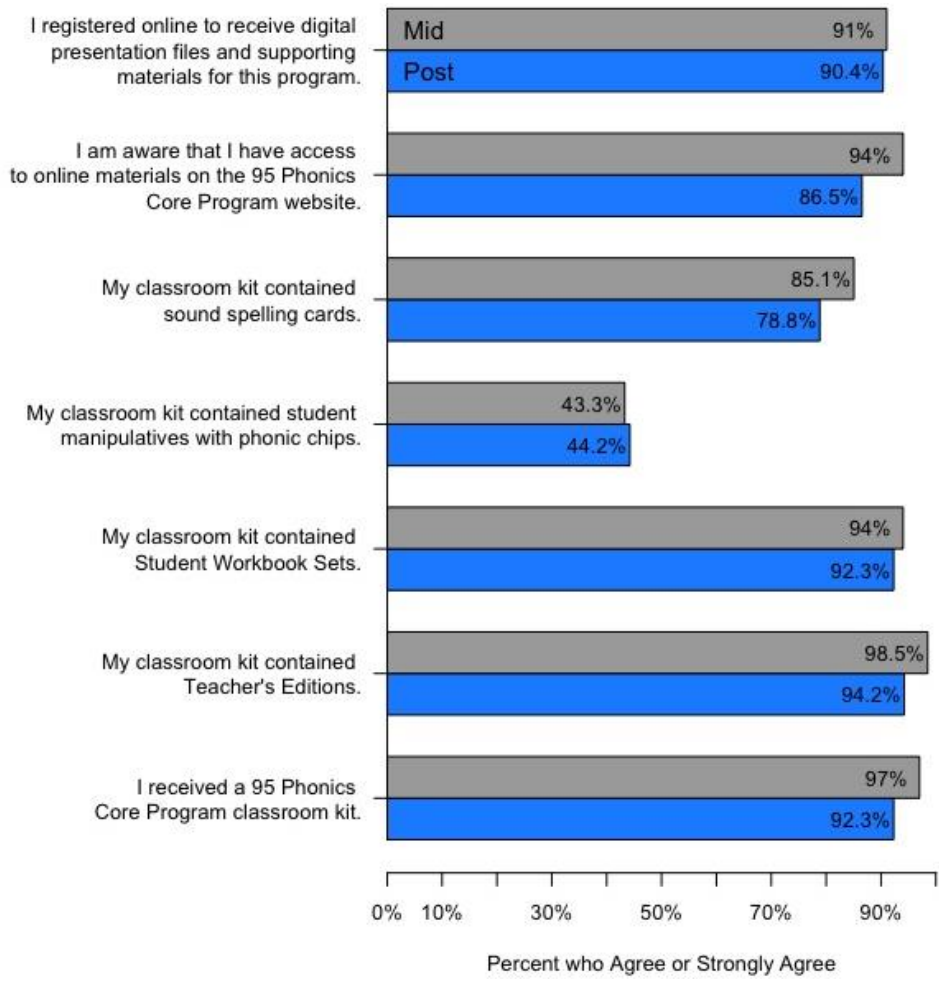
Figure 17. 95 Phonics Core First-Grade: Training and Materials
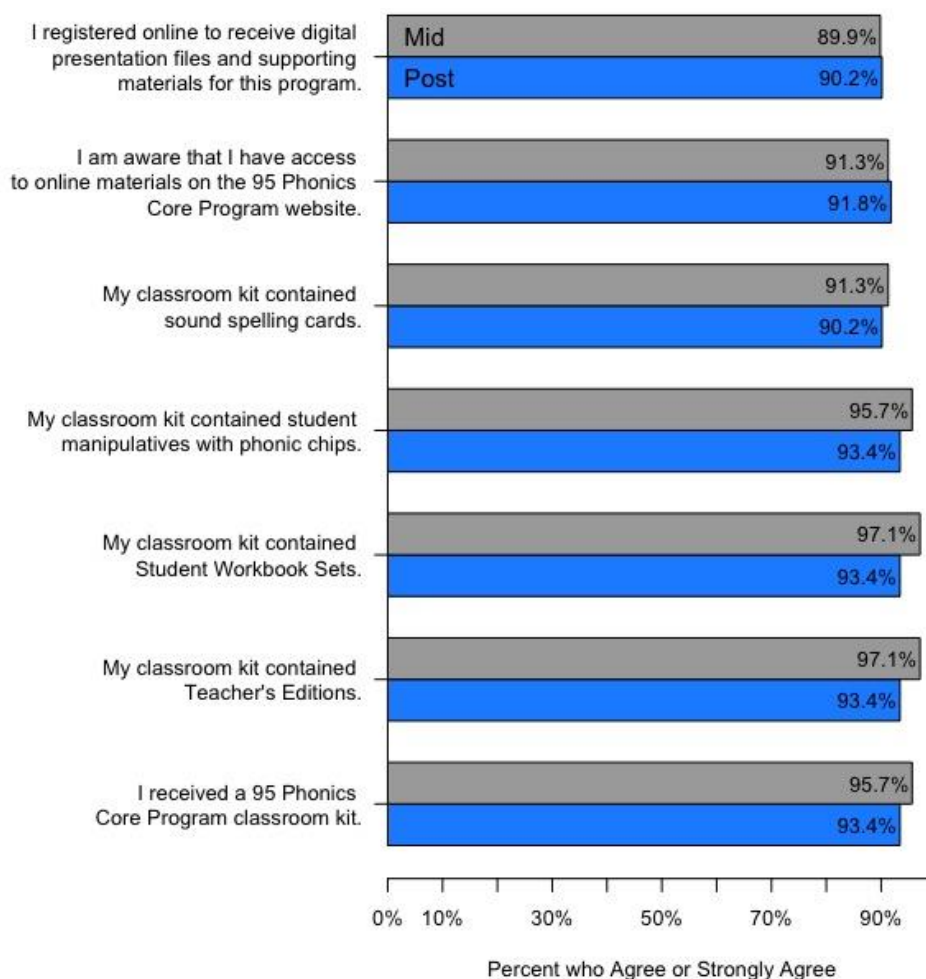
Additional Comments: Trainings and Materials

      In an open-ended question, teachers were invited to further share their perceptions of 95 Phonics Core program training and materials. Across grade levels, mid-year survey data suggest that while many comments lauded the materials provided, a number of teachers expressed concerns with the program rollout (e.g., belated access to and implementation of materials) and not having enough materials to accommodate the number of students in their classes. End-of-year survey data contains generally, but not exclusively, positive perceptions of materials. Most praised materials, though some critiqued portions of the program or conveyed similar frustration with not having enough materials. In the mid-year survey, for example, one respondent said, "I just wished we received the materials at the beginning of the year. I feel like I am playing catch up daily because the lessons are taking me longer to do because it's new to me." Another said, "I need more training on how to implement the program. It was too quick, in my opinion, for something that the district wants to teachers to do with fidelity. It would've been nice to have more time to prepare." A third was more blunt: "[I]f you wish to start a new program, please notify teachers ahead of time. Many of us spent HOURS preparing materials early in the semester, only to be told we were switching to a new program. There is no reason why we could not have been notified earlier in the year. "

Numerous respondents across grade levels expressed concern about not having enough materials, especially as the school year unfolds. In one respondent's words: "There is not enough for my class. I had to make copies for my students that joined my class after the distribution of class sets of workbooks." Another said, "There wasn't enough workbooks inside of the package for the students. No extras for when we receive new students." A third said, "We only received material for 20 students. I currently have 20 students but any given day I might get more. It would be awesome to have some extra in case that happens. Thank you!" Similarly, in the end-of-year survey, as one respondent said, "Teachers only received 20 student work books. I had 26 students. It would be great to receive more than 20 student workbooks for next school year." Added a fourth: "We received 20 student materials with over 25 students. Very time consuming to make copies of the booklets." See Appendix A for the complete results of open-ended comments from the 95 Phonics Core Teacher survey.

95 Phonics Core Implementation

As Table 21 shows, when asked about the amount of instructional time provided to students in both the mid-year and end-of-year surveys, teachers most often indicated they were providing 25-30 minutes of 95 Phonics Core program instructional minutes per day, with 48.9% and 61.4% of respondents indicating as much. The next most common allotment, "Other," was indicated by 24.5% and 24.4% of respondents. See Appendix A for a complete list of "Other" responses.

Table 21. 95 Phonics Core Teachers: Instructional Minutes

Time	Mid-year survey	End-of-year survey
1-5 minutes	4 (2.9%)	1 (0.8%)
5-10 minutes	1 (0.7%)	0 (0.0%)
10-15 minutes	4 (2.9%)	3 (2.4%)
15-20 minutes	9 (6.5%)	5 (3.9%)
20-25 minutes	19 (13.7%)	9 (7.1%)
25-30 minutes	68 (48.9%)	78 (61.4%)
Other	34 (24.5%)	31 (24.4%)

Figures 18 and 19 show the percentage of kindergarten and first-grade teachers who "Agree" or "Strongly Agree" with implementation questions related to 95 Phonics Core program understanding on the mid-year (grey) and end-of-year (blue) surveys. The response scale ranged from (1) strongly disagree, (2) disagree, (3) neither agree nor disagree, (4) agree, (5) strongly agree. Data suggest mostly positive initial perceptions of program understanding for kindergarten and first-grade teachers, all of which increased in the end-of-year survey. For example, 59.7% and 63.8% of kindergarten and first-grade teachers, respectively initially agreed or strongly agreed they have a clear understanding of what program mastery looks like, which increased to 69.2% and 73.8%, respectively, in the end-of-year survey. Similarly, 68.7% and 62.3% initially reported having a clear understanding of appropriate pacing, which climbed to 73.1% and 77% in the end-of-year survey. Initial perceptions of kindergarten and first-grade teachers' understanding instructional routines (K: 86.6%, 1st: 78.3%) and dialogue (K: 85.1%, 1st: 78.3%) remained robust or even increased in the end-of-year surveys (routines for K: 86.5%, 1st: 88.5%), (dialogue for K: 90.4%, 1st: 90.2%).

Figure 18. 95 Phonics Core Kindergarten Implementation: Understanding
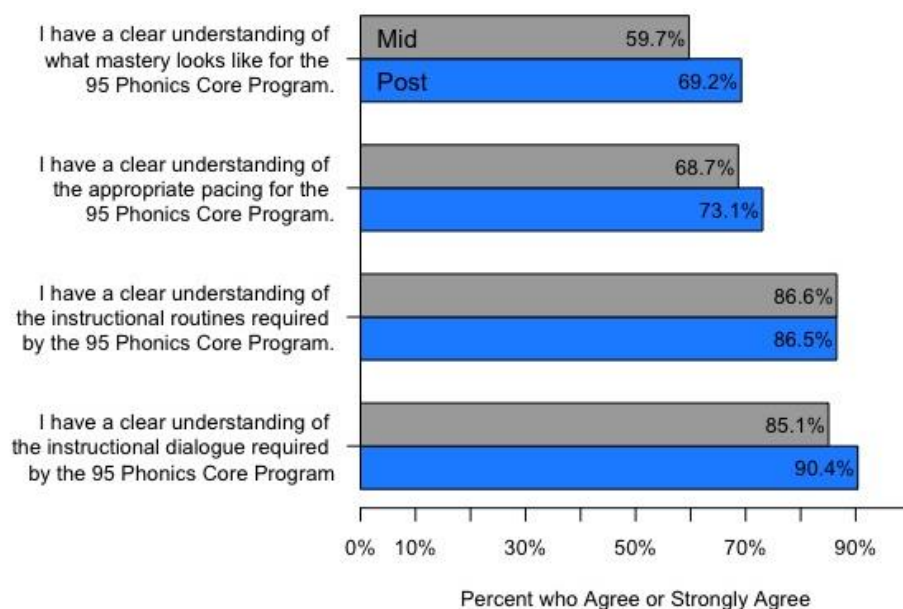
Figure 19. 95 Phonics Core First-Grade Implementation: Understanding
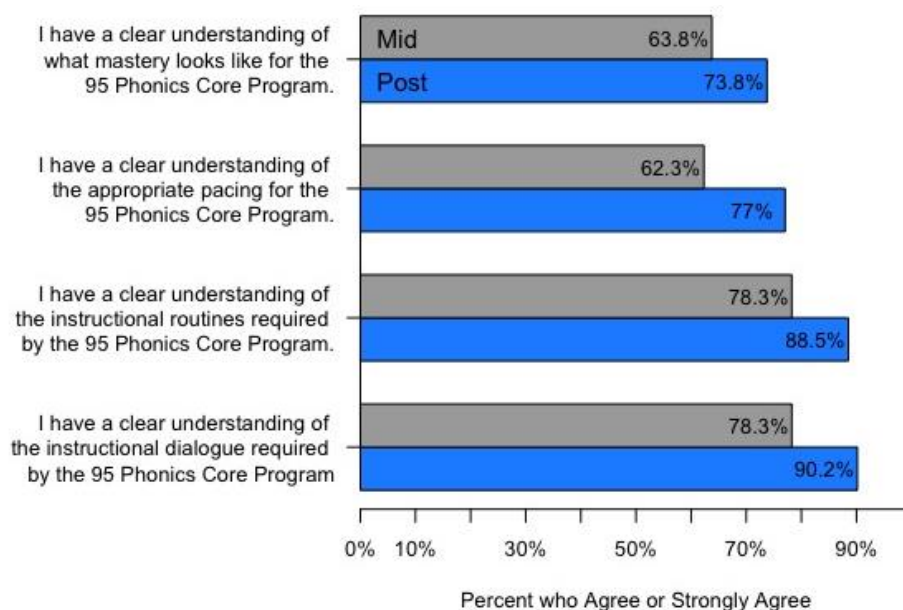
Figures 20 and 21 show the percentage of kindergarten and first-grade teachers who "Agree" or "Strongly Agree" with implementation questions related to 95 Phonics Core program curricula on the mid-year (grey) and end-of-year (blue) surveys. The response scale ranged from (1) strongly disagree, (2) disagree, (3) neither agree nor disagree, (4) agree, (5) strongly agree. Across mid-year and end-of-year surveys for both kindergarten and first-grade teachers, data suggest positive perceptions of supportive materials that remained high or increased in the end-of-year survey. For example, 76.1 and 81.2% of kindergarten and first-grade teachers, respectively, initially agreed or

strongly agreed they know whom to reach out to for assistance with program implementation, while 80.8% and 80.3% indicated as much in the end-of-year survey. Similarly, 83.6% and 79.7%, respectively, initially reported following the teacher's edition instructional dialogue, both of which increased in the end-of-year survey (K: 88.5%, 1st: 91.8%).

Figure 20. 95 Phonics Core Kindergarten Implementation: Curricula
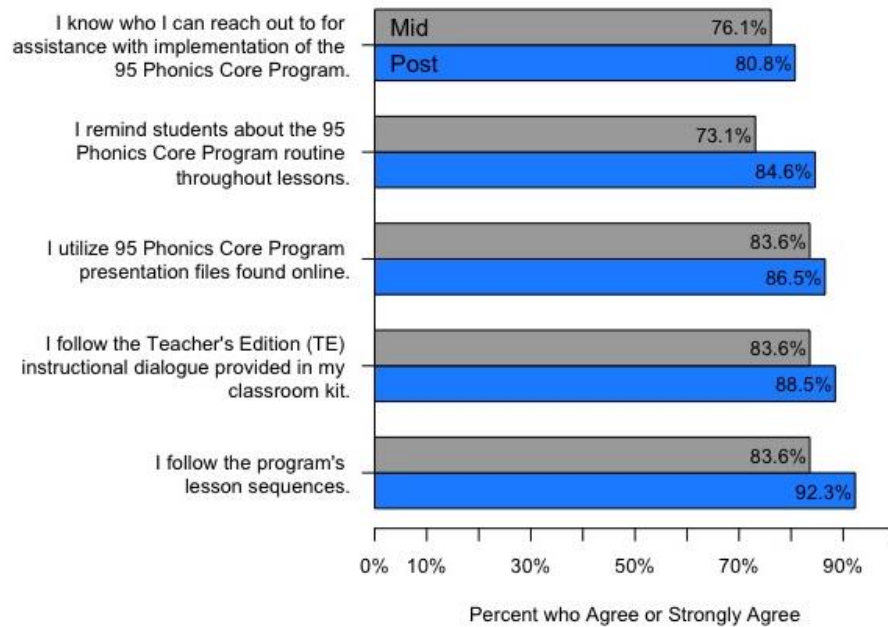
Figure 21. 95 Phonics Core First-Grade Implementation: Curricula
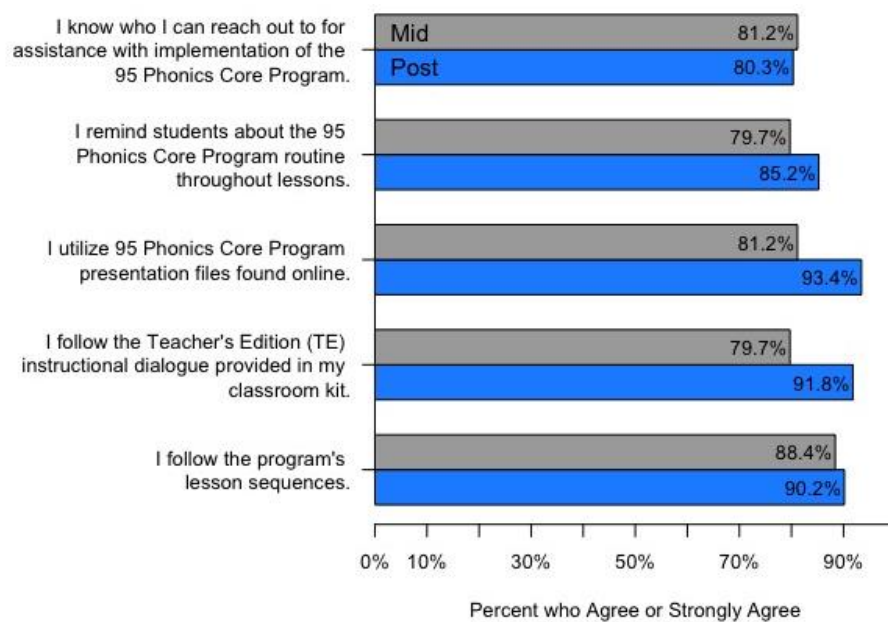
Figures 22 and 23 show the percentage of kindergarten and first-grade teachers who "Agree" or "Strongly Agree" with further curricular implementation questions related to 95 Phonics Core program skills and activities on the mid-year (grey) and end-of-year (blue) surveys. The response scale ranged from (1) strongly disagree, (2) disagree, (3) neither agree nor disagree, (4) agree, (5) strongly agree. Data suggest perceptions of implementing curricula, while initially mixed or poor for some kindergarten teachers, improved over time, in some instances significantly. For example, only 22.4% of kindergarten teachers initially agreed or strongly agreed students are provided thrice-weekly oral or written responses to written text, while 65.4% indicated as much in the end-of-year survey. Similarly, only 23.9% initially agreed or strongly agreed students regularly write sentences dictated by teachers, who then provide corrective feedback, yet 82.7% indicated this in the end-of-year survey.

First-grade teachers' perceptions of implementation mostly remained robust across surveys. For example, 73.9% initially agreed or strongly agreed students are provided thrice-weekly oral or written responses to written text, while 83.6% indicated as much in the end-of-year survey; 82.6% agreed or strongly agreed students have regular opportunities to identify pattern words in reading passages, while 88.5% felt similarly in the end-of-year survey.

Figure 22. 95 Phonics Core Kindergarten Implementation: Skills and Activities
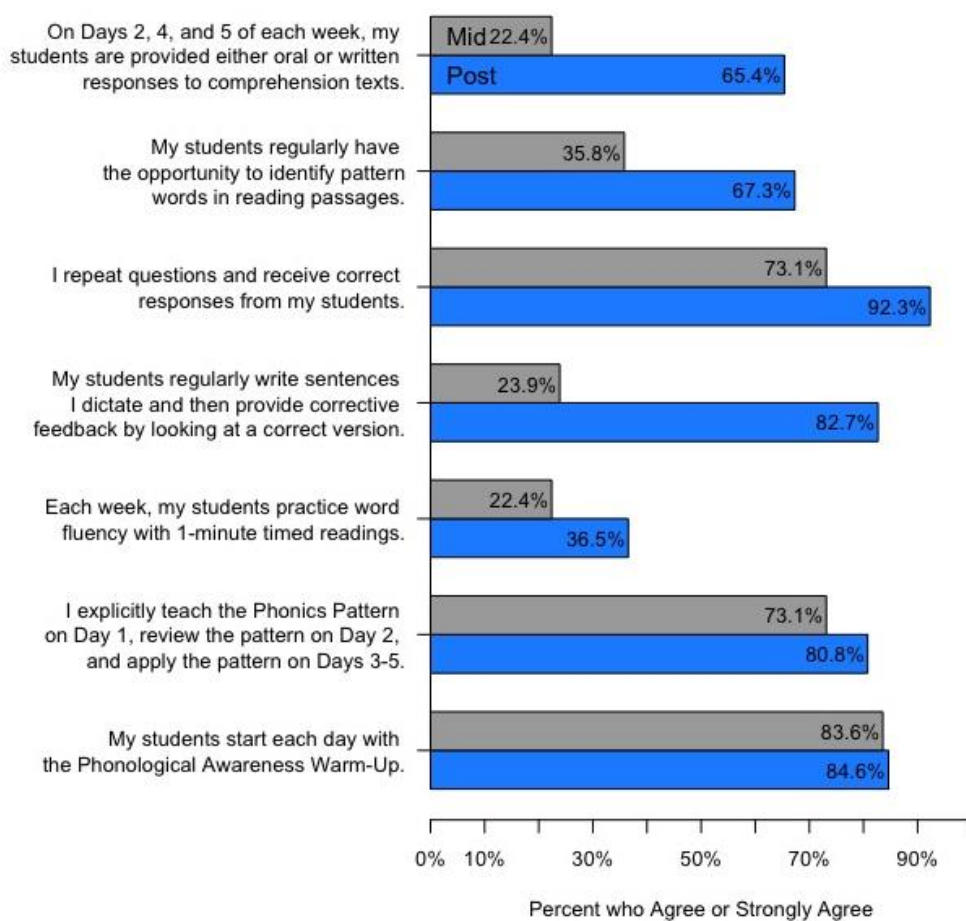
Figure 23. 95 Phonics Core First-Grade Implementation: Skills and Activities
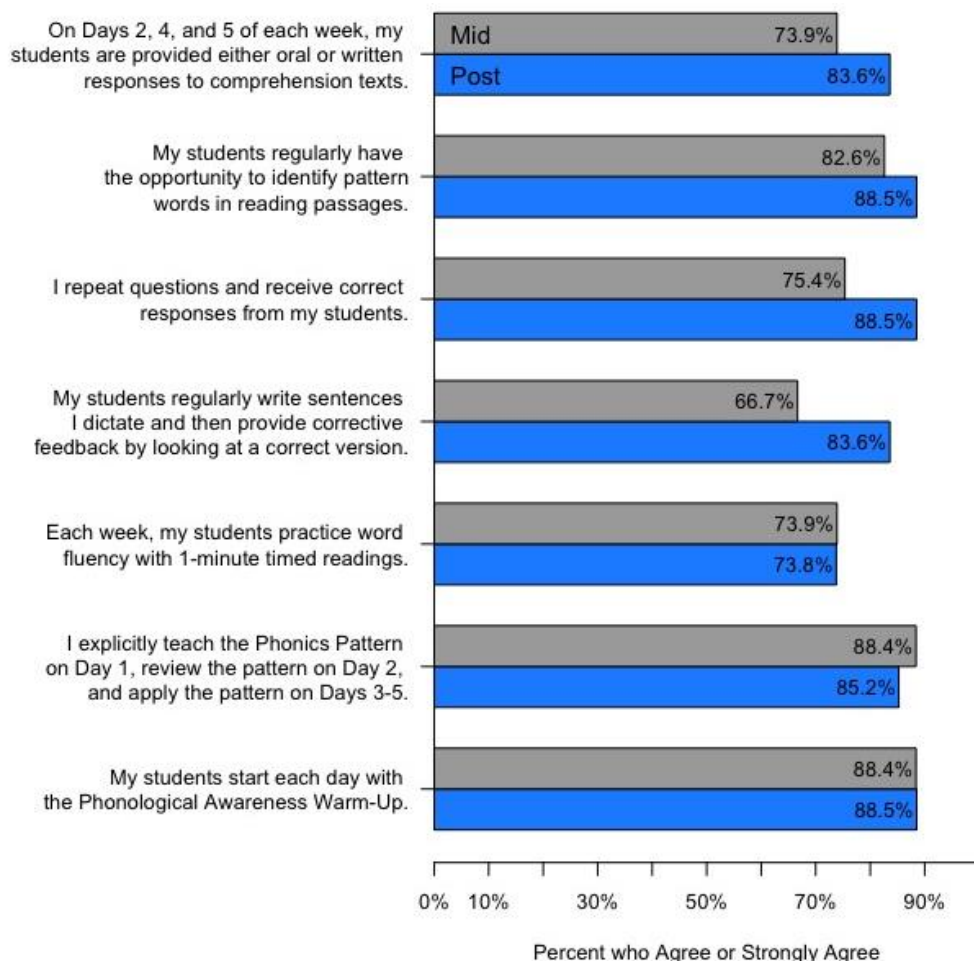
Figures 24 and 25 show the percentage of kindergarten and first-grade teachers who "Agree" or "Strongly Agree" with further curricular implementation questions related to 95 Phonics Core program guided instruction on the mid-year (grey) and end-of-year (blue) surveys. The response scale ranged from (1) strongly disagree, (2) disagree, (3) neither agree nor disagree, (4) agree, (5) strongly agree. Across mid-year and end-of-year surveys for both kindergarten and first-grade teachers, data suggest mostly consistent, positive perceptions of guided instruction that remained positive, even as perceptions varied slightly in the end-of-year survey. For example, 70.1% and 65.2% of kindergarten and first-grade teachers, respectively, initially agreed or strongly agreed they provide small group instruction for students who require additional practice, while 70.3% and 65.6%, respectively, indicated as much in the end-of-year survey. Notably, self-reflection via the self-assessment tool increased for both kindergarten (34.3% to 59.6%) and first-grade teachers (53.6% to 65.6%)

Figure 24. 95 Phonics Core Kindergarten Implementation: Guided Instruction
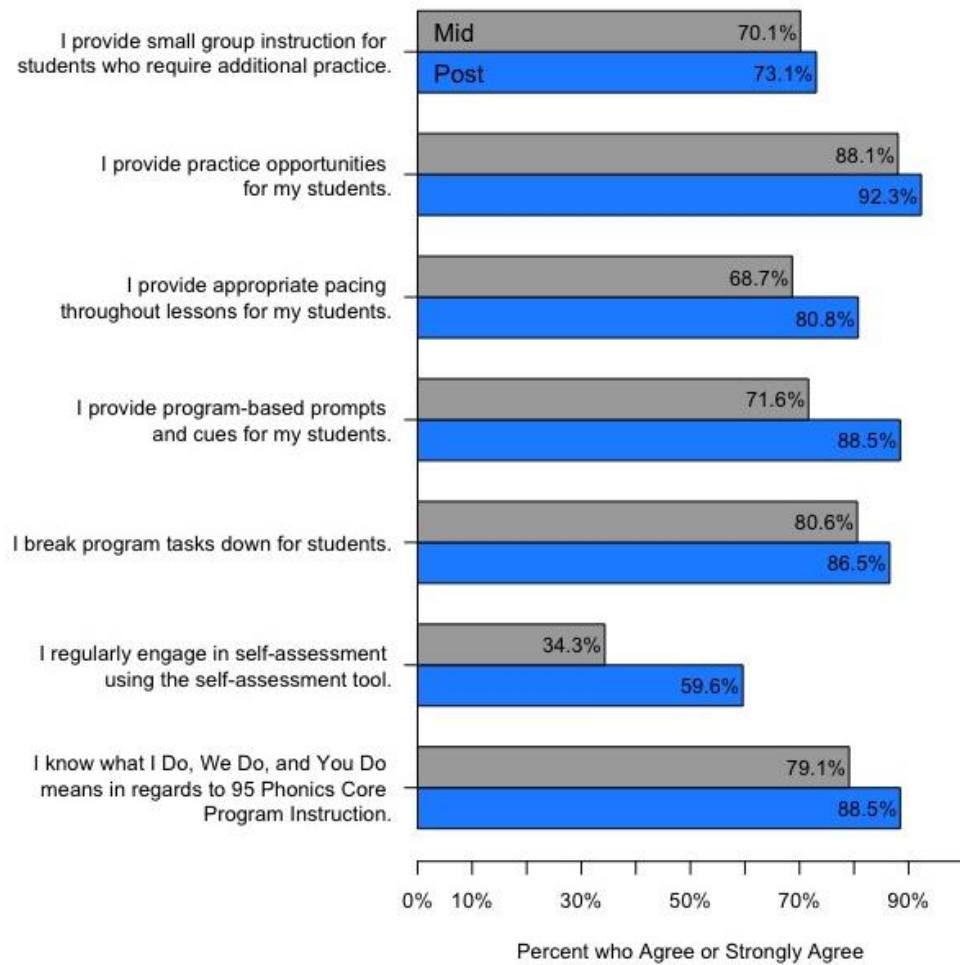
Figure 25. 95 Phonics Core First-Grade Implementation: Guided Instruction
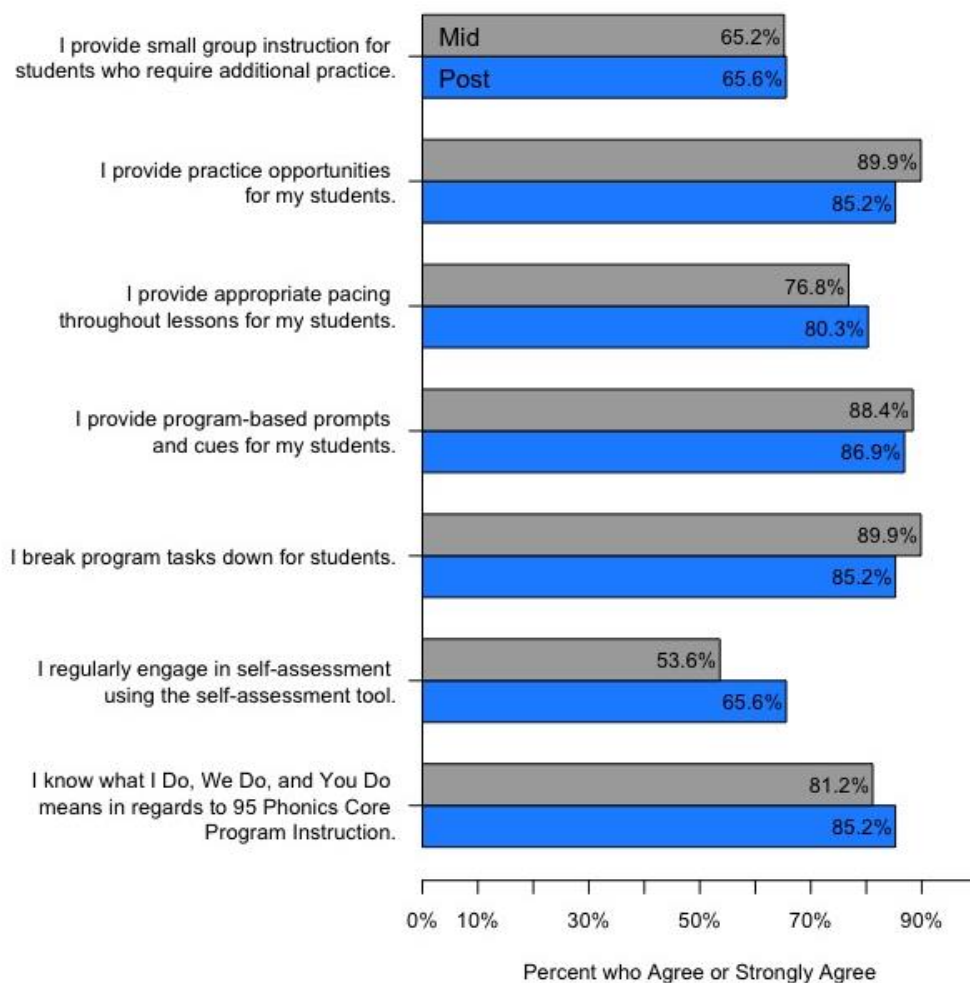
Additional Comments: Implementation

In an open-ended question, teachers were invited to further share their perceptions of 95 Phonics Core program implementation. Across grade levels, both the mid-year and end-of-year survey data contained a mix of comments indicating challenges related to the delayed program rollout, as well as mixed commentary on pacing. Many, but not all, respondents suggested lessons initially "takes longer than expected," especially in classrooms with too many students or with those not performing at grade level. For example, as one mid-year survey respondent said, "The biggest challenge has been pacing. My students are not performing at grade level, so they need extra time to grasp new concepts and complete all of the required activities in each lesson. In my experience the lessons are well thought out, but the time allotment is not realistic for below-grade-level students." Another similarly commented, "The program is very rigorous for our demographic area. It is also difficult to complete the lessons in their entirety in our allotted time," while a third said, "The pacing assumed by 95 does not include transitions, corrections, and behaviors that will make the program take longer." Similarly, in the end-of-year survey, one respondent commented, "I feel that the program takes much longer than we were led to believe, and I find that I have to pick and choose which parts to keep and leave out," while another described the adjustments made due to early

pacing issues, sharing, "The timing of the lessons go too quickly on some. We sometimes cannot go through one day's lesson in a 30 minute window."

Some connected implementation concerns with the delayed program rollout. As one respondent said in the mid-year survey, "Because this program spirals and we weren't able to start right away, our kids are at a disadvantage…" Another said, "It was brought in way to late after the school year started. If it was supposed to be implemented correctly, we should have had district training before the school year." A third commented in the end-of-year survey, "Not having the materials and training to start the program at the beginning of the year was a hinderance," while a fourth said, "It was hard to get it all in. Our school also didn't get the materials until 2 months into school," and a fifth added, "We started the program late this year, so I worry I have not hit all the important components." See Appendix A for the complete results of open-ended comments from the 95 Phonics Core Teacher survey.

95 Phonics Core Feedback

As Table 22 shows, when asked about the frequency of feedback received from principals, 52.6% of teachers indicated in the mid-year survey they receive feedback from principals "other" that once a month, once a week, or more than once a week. In the end-of-year survey, 64% indicated similarly. See Appendix A for a complete list of "Other" responses.

Table 22. 95 Phonics Core Frequency of Principal Feedback

Frequency	Mid-year survey	End-of-year survey
More than once a week	5 (3.6%)	1 (0.8%)
Once a week	17 (12.4%)	4 (3.2%)
Once a month	43 (31.4%)	40 (32.0%)
Other	72 (52.6%)	80 (64.0%)

As Table 23 shows, when asked about the frequency of feedback received from learning strategists, 33.8% of teachers indicated in the mid-year survey they receive feedback from learning strategists once a month. In the end-of-year survey, 44.9% indicated similarly. The next most common response, "Other," was indicated by 28.7% and 35.4% of respondents. See Appendix A for a complete list of "Other" responses.

Table 23. 95 Phonics Core Frequency of Learning Strategist Feedback

Frequency	Mid-year survey	End-of-year survey
More than once a week	17 (12.5%)	9 (7.0%)
Once a week	34 (25.0%)	16 (12.6%)
Once a month	46 (33.8%)	57 (44.9%)
Other	39 (28.7%)	45 (35.4%)

As Table 24 shows, when asked about the frequency of walkthrough conducted by principals, 57.5% of teachers indicated in the mid-year survey principals conducted walkthroughs "other" that once a month, once a week, or more than once a week. In the end-of-year survey, 58.7% indicated similarly. See Appendix A for a complete list of "Other" responses.

Table 24. 95 Phonics Core Frequency of Principal Walkthroughs

Frequency	Mid-year survey	End-of-year survey
More than once a week	3 (2.2%)	1 (0.8%)
Once a week	12 (9.0%)	6 (4.8%)
Once a month	42 (31.3%)	45 (35.7%)
Other	77 (57.5%)	74 (58.7%)

95 Phonics Core Efficacy

Figures 26 and 27 show the percentage of kindergarten and first-grade teachers who "Agree" or "Strongly Agree" with further questions related to efficacy with the 95 Phonics Core program on the mid-year (grey) and end-of-year (blue) surveys. The response scale ranged from (1) strongly disagree, (2) disagree, (3) neither agree nor disagree, (4) agree, (5) strongly agree. For both kindergarten and first-grade teachers, data suggest positive perceptions of program knowledge and confidence in their ability to implement the program, both of which increased in the end-of-year survey. However, items related to professional development and collaboration, whether with peers, learning strategists, or administrators, were significantly lower, in comparison. For example, 73.1% and 79.7% of kindergarten and first-grade teachers, respectively, agreed or strongly agreed in the mid-year survey they felt confident in their ability to implement the program, while 88.5% and 86.9%, respectively, felt this way in the end-of-year survey. Similarly, confidence in their knowledge of the program, initially mixed (K: 59.7%, 1st: 62.3%) increased precipitously in the end-of-year survey (K: 80.8%, 1st: 82%) Conversely, across mid-year and end-of-year surveys, fewer than half of all respondents agreed or strongly agreed that professional development supported implementation or that they had opportunities to confer with teachers, interact with principals via "Look for" protocols, or conduct learning walks or peer observations.

Figure 26. 95 Phonics Core Kindergarten: Program Efficacy
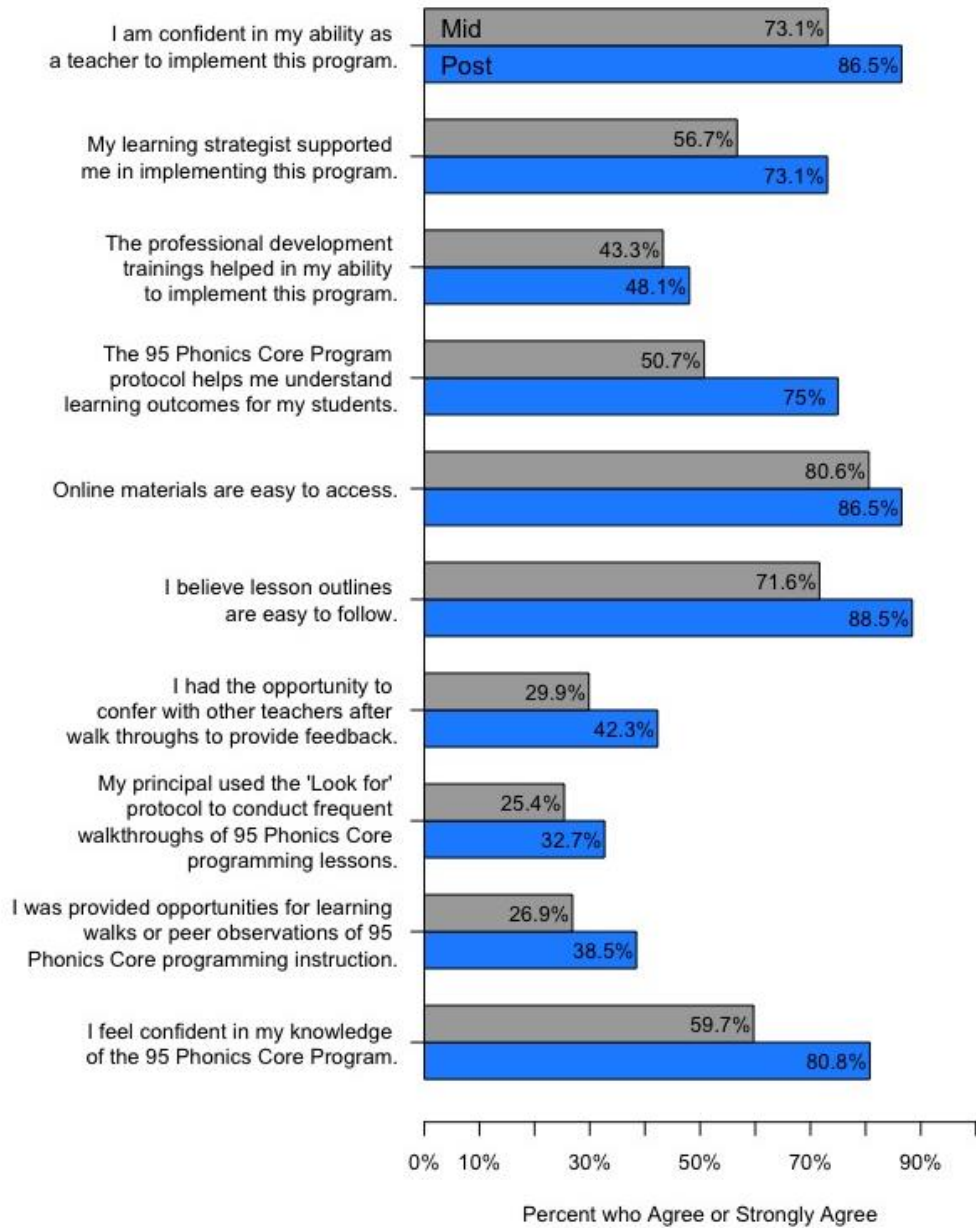
Figure 27. 95 Phonics Core First-Grade: Program Efficacy

I am confident in my ability as a teacher to implement this program. — Mid 79.7%, Post 86.9%

My learning strategist supported me in implementing this program. — 76.8%, 73.8%

The professional development trainings helped in my ability to implement this program. — 47.8%, 52.5%

The 95 Phonics Core Program protocol helps me understand learning outcomes for my students. — 71%, 75.4%

Online materials are easy to access. — 79.7%, 93.4%

I believe lesson outlines are easy to follow. — 76.8%, 86.9%

I had the opportunity to confer with other teachers after walk throughs to provide feedback. — 42%, 44.3%

My principal used the 'Look for' protocol to conduct frequent walkthroughs of 95 Phonics Core programming lessons. — 30.4%, 36.1%

I was provided opportunities for learning walks or peer observations of 95 Phonics Core programming instruction. — 42%, 41%

I feel confident in my knowledge of the 95 Phonics Core Program. — 62.3%, 82%

Percent who Agree or Strongly Agree

Additional Comments: Efficacy

In an open-ended question, teachers were invited to further share perceptions of their role or experience(s) using the Phonics Core program. As with the prior open-ended questions, relevant teachers comments in both the mid-year and end-of-year surveys were a mix of praise and critiques for the program overall, as well as vented frustration related to implementation and pacing, both of which were attenuated by the perceived delayed rollout. One respondent seemed to summarize these concerns in a single comment, saying, "There was not enough training on this program, especially when implemented after the start of the beginning of the year. This program needs to slow down the pacing with more realistic expectations." See Appendix A for the complete results of open-ended comments from the 95 Phonics Core Teacher survey.

SECTION 4: CONCLUSION AND RECOMMENDATIONS

In summary, we found that 95 Phonics Core programming had a moderate impact on student reading skills. Improvements were particularly concentrated among black students. Our implementation evaluation data suggest administrators, learning strategists, and teachers had mostly positive perceptions of, and experiences with, the 95 Phonics Core program, often strongly so as the school year unfurled, and early challenges related to the belated program rollout were mitigated.

As CCSD enters another school year of implementing 95 Phonics Core in the district's comprehensive support and improvement schools, we recommend building on momentum evidenced in the impact analysis and end-of-year surveys. Once participants overcame early resistance, data suggest reasons for optimism. Thus, the program renewal will allow learning strategists and teachers to reinvest efforts into the program's now-familiar curricula rather than having to implement new curricula after the school year has started. Renewal should support returning teachers to better anticipate and account for unanticipated complications, such as pacing issues early in the school year related to basic skills instruction unaccounted for in curricula. Renewal also invites leaders to implement programming more evenly across schools, as they can message expectations, plan and execute effective professional development, and conduct oversight based on their prior experiences. The implementation data also invites consideration for several more specific recommendations in support of improved implementation. First, we recommend developing a strategic response to materials shortages, especially as the school year unfolds. Numerous respondents shared their frustration with perceived shortages, especially as the year unfolded and materials wore out or classroom rosters increased. While buying more materials may not be practical, leaders should consider developing a strategy that allows teachers to access or replace materials as needed in order to accommodate all students. Next, we encourage increased feedback from school-level administrators and learning strategists, as well as increased collaboration amongst teachers. Data suggest limited frequency of feedback and few opportunities to interact with colleagues in any meaningful ways. This is a missed opportunity for teachers and strategists to leverage colleagues' expertise and further hone implementation. It also may prove problematic for new and incoming teachers who will not be familiar with the program and otherwise would benefit from veteran mentorship. Lastly, we recommend incentivizing participation in the evaluation process. Concerted efforts to collect more robust data from program participants will support future endeavors to evaluate the impact of 95 Phonics Core curricula on student outcomes. This, in turn, will support a more nuanced understanding of the effect of 95 Phonics Core on student literacy.

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APPENDIX A: 95 Phonics Core Open-Ended Survey Data

Table 25. All open-ended comments from 95 Phonics Core administrators' mid-year and end-of-year surveys (organized by question)

Mid-year survey Responses
I am excited to see how the program will impact and strengthen the foundational skills of our students throughout the school year.
No
none
Our ultimate goal is to make learning as meaningful as possible and that is tough to do with phonics instruction which can be very rote. We as a school are working toward making our phonics instruction explicit while still maintaining engaging and meaningful learning opportunities. The workbooks in kinder and first are the least meaningful and engaging but we do understand the value of practice. We are working on this.
This essential training should be in-person.
We are please to have a resource for teachers to teach the foundational skills.
End-of-year survey Responses
A well rounded program w/easy implementation.
Excited to offer the program in grades K-5!
I attended the first 95 Phonics Core. It was great!
I really love how explicit 95 Phonics is and how easy it is for new teachers to use. However, it is just worksheets which do support student learning, but do not lend itself to the practical use of reading. There needs to be more focus on the comprehension and writing piece. While 95 Phonics addresses the Reading Foundational Skills, there is no support for the major components of the Common Core ELA standards. Our school's strategic plan focuses on integrating the foundational skills with the practical use of reading informational and literary text associated with the foundational skills taught.
I was out on FMLA. I will be attending soon. Thank you for understanding.
It is easy to implement, aligns with our goals, and is very purposeful and strategic in addressing the skills the students need.
No
No additional information.
Not at this time
Phonics 95 has been awesome. It supports teaching students foundational reading skills to assist us in meeting our school goals.
There needs to be more training in-person for staff and admin. Not virtual training.
This program supports our teacher's use of the skills gained during the LETRS Professional Development. This gives us a how to implement our learning to support students' reading development.
We are thankful for a consistent scope and sequence through our primary grade levels. We also appreciate the explicitness of the lessons. This has supported our PLC process.

Mid-year Survey Responses
I did not receive administrative training on the program, so there are many things I do not know about the program. My staff, however, was trained and knows what to do. They seem to enjoy the 95 Phonics Core Program, and their phonics instruction is much more systematic.
I think we need more workbooks for kids who have left/moved in - but I am not sure.
My Learning Strategist has done all observations with feedback with teachers. I have had little involvement with it - I would like to have access to all the things mentioned though. I may have access and just not know it?
none
The only issue with the timeline was that we received it after the start of the school year. Therefore, training staff was rushed. Schedules, lesson plans, et al. had to be adjusted a month into school as opposed to thoroughly thought out and planned before students arrived. As far as all of the materials, we selected disagree because, unless we missed something, none of our three admin has a log in to access any of these materials. Our understanding is that only people with a TE have a login code, which are the teachers so it's difficult for admin to access resources or provide feedback. We would like to have an extra TE or two for admin and for our sped teachers (primary autims, primary resource, etc).
The overview training was not enough for our teachers to implement effectively.
This is an essential program that provides a very important foundation to children. This professional learning should be in person. Collaboration with other colleagues is key.
We ordered additional materials, but there seems to be a glitch from the District.
End-of-year Survey Responses
As an administrator, it isn't easy to understand the curriculum, support PLCs, and support and provide feedback to teachers without digital access to the materials or additional manuals.
I do not have access to the portal.
I have not been included on any training or any of the items listed on this survey. Only my RBG3 Strategist has the information.
I have not had or attended much Core 95 training. We received the kits in September and told not to touch them until October and then were mandated to use them. My Read by Grade 3 strategist attended trainings, but I do not know which ones or what they entailed.
I was FMLA. I will be attending PL soon. Thank you for understanding.
I would like to have more transparency regarding PL being provided, the expected outcomes from said training, and a timeline for delivery of the training to the staff.
No
Nothing yet
Possibly a reference video of someone teaching an entire lesson? I do understand that the best way for a teacher to master 95 is to simply do it and do it explicitly, but the teachers have asked if there is a video example of someone teaching it.
The one and done PD from the Phonics curriculum was not enough to support teacher implementation. As a school, with the support of our region's coach, have had to provide more further instruction to get full implementation.
The training for administrators was limited. The program was rolled out late in the year and many of the skills taught at the beginning of the program had already been taught in our K and 1st

grade classrooms causing students to be bored with the content. I think helping schools identify where to start with the program and how to address students that are far beyond what the program provides would have been beneficial.
We would love more TE's and manipulatives.

Mid-year Survey Responses
Having the Read By Grade Three work with the administration to create an action plan for implementation was an essential part of our success.
I don't feel like I received enough training to support teacher roll out of the new Phonics curriculum.
No.
none
This is an essential program that provides a very important foundation to children. This professional learning should be in person. Collaboration with other colleagues is key.
We are just waiting for the additional materials we purchased to arrive.
We would like funds to purchase it for second and even third, but definitely second grade.
End-of-year Survey Responses
95 CORE has filled a much needed gap and hole for grades K-5 and we are already seeing the positive results!
Access to digital materials and/or physical manuals for administrators would be helpful. Other than that, our teachers enjoy using the program. One of them said they love teaching students how to read. Also, our students are reading!
Again, the only communication I've had about 95 Phonics Core has been from my Learning Strategist. I would've appreciated being included.
I think from what I have seen of the program, it is a good systematic way to teach phonics. I just wish it was rolled out with more thoughtfulness and care.
I was FMLA. I will be attending PL soon. Thank you for understanding.
I would like to clarify that we paid for additional coaching from the company, and that is when the information regarding routines and instructional dialogue was shared with us. We found the additional training we purchased for second and third grade extremely helpful, and those two grade levels are further along in their implementation.
No
Not at this time.
Teachers were really frustrated by the program at the beginning. It would have been beneficial to have more training for teachers or more schools that had tried the program before integrating it within the school.
This will be our first year implementing 95 Core.
We chose Phonics 95 as our option for next year.
Mid-year Survey Responses

I would have liked more training on the implementation. I know my strategist has received that training and I trust his leadership with it - he's on top of it. But for myself, I would have liked more background knowledge and training.
No, my Read By 3 strategist is doing an amazing job!
None.
This is an essential program that provides a very important foundation to children. This professional learning should be in person. Collaboration with other colleagues is key.
End-of-year Survey Responses
I was FMLA. I will be attending PL soon. Thank you for understanding.
It was really difficult at first and many teachers felt like it was forced on them. I lost all of my Kinder and first grade teachers for next school year that were veteran teachers because they did not feel they had say in choosing the program.
It would be very helpful to have instructional videos to use to support teachers with teaching the different parts of the lesson or full lessons.
N/A
No
No. We just want clear and consistent training for our staff.
Not at this time.
We have found that our students are responding to the TIER 1 PCP, and our Tier 2 and Tier 3 students who are serviced using the PLL are making great gains; we have exited quite a few students from RTI since implementing the PCP and PLL programs.

Table 26. All open-ended comments from 95 Phonics Core learning strategists' mid-year and end-of-year surveys (organized by question)

████████████████
Mid-year Survey Responses
Early discussion on guidance for assessments would be better. We have not gotten any information about them yet.
I would like to dive deeper into best practices for the student materials and supplies. I would like to look more at assessment data and adjusting pacing to ensure student learning.
Love it so far - the pacing and sequence of activities appear to be effective and we are excited to see students' progress.
Manipulatives are flimsy and must be laminated.
n/a
no
Teachers are struggling to keep up with the pacing.
The roll out was rough, there was a breakdown with conflicting ideas on expectations and what it should be looking like. We've worked through a lot of kinks and much of the information we'd received in the last training would'e been nice to have initially. The mix ups caused a lot of stress for teachers that could've been avoided.
The teachers were given a one day very short training after the school year had started. At my school all of our K and 1 teachers had been implementing Heggerty already. This was a hard

pivot for them, and with MINIMAL time to preview and learn the program some of them have struggled. Our first grade teachers keep telling me that the gaps in the ability levels of their students is so great that implementing this program with fidelity is difficult.
The training that the Kindergarten and 3-5 Grades received on November 8th was by far the best training to date. The teachers loved the presenters.
Training this year has not gone as deeply as I would have liked. There are many factors that contribute to this issue such as: teacher shortage, multiple implementation of programs, extra duties for teachers, and the fact that teachers are exhausted. I am confident that as the year progresses, the stressors on teachers will dwindle a bit, and we can go dive deeper into data and get the lessons down to 30 minutes. The program is GREAT!
We were recently given access to the online portion of the program but not teacher's manuals. I feel like I was set up for failure when I was expected to help implement the program but was not given the materials to be successful. It is very hard to prepare to model a lesson when I don't have access to materials to review the routines and hand signals required for the lesson.
End-of-year Survey Responses
I greatly appreciated the training we received however initially it was conflicting. The rollout of information was rough since what we heard from various sources between district and 95 people didn't align and left us and teachers feeling very stressed. Later trainings proved to be invaluable with providing the necessary information to SUCCESSFULLY implement the program with realistic expectations along the way.
I think more time should have been spent in the initial trainings giving us more hands on time to work with the lessons.
I thought the trainings were good, but I think they would be even better if they were in person and not online.
n/a
Our school has done a great job of implementing the program. The majority of the teachers enjoy the program.
The instructional rounds were very helpful. I hope that more are included in the future. It would also be great to have more videos of teachers teaching each section for visual learners.
The program was not introduced until September 12, 2022. This was almost 6 weeks after the start of the school year. Teachers were not given materials until after this date. There was absolutely no time to actually prepare ourselves for the program. That being said the program is effective, the district is not.
The roll out was ROUGH with tons of inconsistencies but once things smoothed out and we were able to get into the meat of it all it was great and I appreciated all the insight and suggestions.
The training was very helpful. I would like to see more videos of modelled lessons.
Training has been awesome!
Videos or direct modeling for TEACHERS to see the program implementation.
We would like model lesson videos to support our teachers in what mastery looks like.

Mid-year Survey Responses
I am a classroom teacher as well as the RBG3 95 PCP lead. I find that the time frame in the program does not include transitions. Going from working at the carpet using the digital aspect to the workbook takes time not included and not considered into the time frames. We also struggle with using the alphabet strips they quickly become toys, fans, and rolls. The bags provided are unrealistic for a student to sit with it in front of them and not play with it. My suggestion is instead of bags have these come on binder clips put together already. I would also include in the program that is bought an option to purchase clickers. They are 100% necessary for the implementation of the digital portion.
I am not a teacher that is helping other teachers implement this program. I barely understand it myself.
I do not do this as part of my job. I am a classroom teacher and not a strategist/coach.
I have asked multiple people where to enter the assessment data that is being collected and no one knows. I have created my own data tracker but feel like I probably did unnecessary work because I wasn't given this information.
In the classroom until we get a long term sub. I can model and video lessons for teachers. It is very difficult to go beyond that right now as I have a class of kids.
My school is extremely short-staffed because of this I am pulled to cover daily.
N/a
No
Nothing at this time.
Our school is very short of teachers and substitutes, so I am asked to sub often. That makes it difficult to help with the program.
The teachers are feeling more confident in presenting the lessons. The students are engaged and learning.
We thought we would have some pushback at the onset of implementation but we have not. Our teachers are doing well and like the program.
End-of-year survey Responses
As a classroom teacher in this role it is not possible to provided coaching or model lessons.
Being allowed the time that observe and coach teachers must be supported by admin in order for it to happen
I think it is important to have your administration on board with programs like these otherwise it is difficult to implement as a coach.
It has been almost impossible to do coaching this year as we are extremely short staffed and I am covering a classroom every day. To try to support the teachers I work with, I have offered video recordings of lessons I've done as well as meeting before or after school. The failures of the system prevent full support. Nevertheless, the teachers with whom I have worked with 95 Phonics have had dramatic score increases compared to other years.
It was difficult starting it after the beginning of the school year when teachers were very "set" on the materials that they were planning on using and not as "open" to a new program. I hope that starting at the beginning of the year with the program makes for better implementation in the coming year.
N/A

Mid-year Survey Responses
Again, I am not a strategist/coach. I am a classroom teacher.
I am grateful that we now have access to online materials and resources. I think that this will make a huge difference in out ability to support teachers who are using this every day.
I am not a learning strategist.
I noted earlier that we haven't been able to dive deeply into the data yet, We are still looking for ways to deliver information to teachers without using their prep time. All morning meetings are used for PLC, and other meetings. I'm confident that administration, teachers, and I will come up with a solid plan soon. Perhaps after Winter MAP assessments.
If I did not have to substitute so often in classes due to substitute shortage in our district, I would be able to observe, model, and coach the teachers more effectively,. Too often, I am not able to adapt my schedule to meet their needs in a timely manner. Emails are helpful, but in person is more effective.
N/a
no
The admin training was a good introduction and work with the RBG3 strategist has supported our implementation.
End-of-year Survey Responses
I feel very confident with this program. I love it! I see the growth that the kids are making
I think this is a great program if it is used with fidelity and the expectation is all teachers will use it.
I would like to know next steps in program implementation for years 2 and beyond.
n/a
The roll out was very stressful but things steadily became less so throughout the year and teachers are finally seeing the benefit of following the program "with fidelity."
Unless you are actually teaching this program in a classroom, instructional coaches might not be able to properly understand or model lessons.

Table 27. All open-ended comments from 95 Phonics Core teachers' mid-year and end-of-year surveys (organized by question)

Mid-year Survey Responses
Digital slides of material
Digital teachers guide
ELL support
Great materials!!
Great overall, just not enough materials for all students.
I already have 25 students enrolled in my class (the number of workbooks and student kits that came in my class kit). There is a good chance the number of students will go up. Will I be provided materials If my enrollment increases or will I be told I will need to make copies as has happened so often in the past?

I am at a school that has extremely high numbers in kinder and we did not receive enough materials for all students to effectively use this program.
I believe more cards and non-digital resources would be helpful for kindergarten. I would love to have classsets of sightwords.
I came back to work early October and did not receive all the materials and am short books and other supplies. Some supplies I did not receive at all.
I find that the students are very engaged when I am presenting the information.
I just wished we received the materials at the beginning of the year. I feel like I am playing catch up daily because the lessons are taking me longer to do because it's new to me. I love that the students have their own copy. I would love to learn more about the online component, it's finding the time to explore. I believe I am registered, but not sure. I registered for lots of things. lol
I like how the student workbooks are divided up and not just one big book. I do not like the student manipulatives.... Alpha strips. My kinders only play with them despite explicit instructions, demonstrations, review, and practice.... They play and don't listen.
I like the program. It is comprehensive and convenient to have all of the ELA material I need in one place.
I need more training on how to implement the program. It was too quick, in my opinion, for something that the district wants to teachers teachers to do with fidelity. It would've been nice to have more time to prepare.
I only received 20, I will end up with more than 20 kids
I received student workbooks but I didn't receive enough for each student. I like the program and I saw growth in my students.
I think we should have been given extra supplies just in case we get new students. I only received enough for the number of students I have in the classroom right now. What am I supposed to do if I get a new student. Class sets of 25 would be better maybe.
I was missing one TE but my Read by 3 strategist arraigned to get me the correct manual. I was only given 20 student workbooks. I happen to only have 20 students right now, but that number will fluctuate as the year goes on. Every school should have extra student workbooks for new students. Also, if you wish to start a new program, please notify teachers ahead of time. Many of us spent HOURS preparing materials early in the semester, only to be told we were switching to a new program. There is no reason why we could not have been notified earlier in the year.
I would appreciate more sets of manipulatives for students. They are perfect for small group but I do not have enough for whole group lessons.
I would have like to have gotten the materials before school started not a few months in.
I would like to be able to download the presentation files.
It introduces letters too slowly.
It would be nice to get replacement phonics mats and chips to start each new year as the littles aren't the best with keeping their stuff nice and all together.
it would be nice to have the manipulatives not just have them online
Its great but I would like extra books for my students. I get new students throughout the year and did not have enough for a class set. - only 20

Love this program!
Manipulatives are flimsy and need to be replaced.
More time for the activities as given in the plan. It takes about an hour to finish the plan.
Multisyllable Routine Cards Package would be a helpful thing to have for this program.
My 1st graders are showing substantial progress due to the Core Phonics lessons. I am very proud of them and the way they listen and follow directions
N/A
NA
No
No.
No. The materials are great! Actually, if you are able to add sound chips? So the students can blend the sounds by physically seeing certain sounds on certain chips. For example, maybe have a bag of chips that are specific to digraphs. On those chips, actually have the digraphs visible so the students can manipulate them to make words. We do this with the Elkonin boxes, but only with colors.
none
None. Materials look great.
Not at this time.
Not enough materials for the class. Our school has large kindergarten classes.
Nothing at this time
Nothing. This program is good!
Student workbooks are confusing for Kindergarten students. Each day's practice should be only on one page. When practice pages have items from two days on the same page, students frequently move ahead or do not complete the correct section or write in the wrong section.
The bags aren't good for our young learners. The materials could be organized in a different way so we aren't digging through every bag to get one strip for each student.
The handwriting boxes are too small for kindergarten and the lessons are too long.
The letter strips are a distraction and hard to use. It is easier to reteach having students use white boards first and then head to their seats for the workbook.
The manipulatives are flimsy
The materials were all in good shape and have helped in the classroom
The sound chips are not very durable.
The sounds chips included could be more sturdy, they are very flimsy and will not hold up over time especially with the younger students.
The Teacher's manual needs to be more in line with the kids journal. There is too much back and forth in the teacher's manual.
The workbook format is not student friendly. It is hard for students to find the right pages and even harder for students to understand that they may be starting or stopping halfway through the page. The HFW instruction needs a lot of supplementing.
There is not enough for my class. I had to make copies for my students that joined my class after the distribution of class sets of workbooks.

There wasn't enough work books inside of the package for the students. No extras for when we receive new students.
They came way too late after the start of the school year.
Too soon to tell. I have only have been using the program for 1-2 months.
Very flimsy chips.
We did not get enough student workbooks. Not enough reviewing of printing.
We don't have enough workbooks for all the students
We only received material for 20 students. I currently have 20 students but any given day I might get more. It would be awesome to have some extra in case that happens. Thank you!
wipe boards
End-of-year Survey Responses
Additional materials for strategists so they can support teachers on materials during the school year. In addition, additional sound-mapping mats and phonics chips.
Did not receive any extra books for when new students arrived, so the chips, etc couldn't be prepared for the student to use the day they arrived.
For kindergarten, it would be helpful to have each day on one page instead of stopping in the middle of the page and continuing to the next day. Kindergarteners cannot ready yet to know where to stop. While it is teacher monitored, it takes them a while to learn the routine. If they make leave one page per day that also allows for more practice especially for letter formation.
Great Program!
I began teaching mid-year so I didn't receive a full class set. The kids in my class had their own books but I need to make copies for the most part. I did receive a teacher's guide and letter cards.
I have nothing to add about materials.
I love all the materials however it could be a bit teacher friendly. For example , instead of teachers having to put the alphabet baggies together, it would be nice if they already came assembled for students.
I love this curriculum!!! Thanks!
I was not a fan of the program. It felt very dry and the kids were very bored with it.
I wish we had more than 20 workbooks. I have 20 students, and they come and go, and I have to make copies for them. They would all like their own workbook. I also use one workbook for ME to show students where to be at on the page. We need extra for the students who enter our class; it takes too long to request them and wait every time we need one.
I would like a full 3 day or longer training about 95 phonics core training from professionals from the company. All teachers, school based trainers, strategists are stressed and over worked. I have not received a full training yet.
I would like to have extra chips. The kids lose them easily and we need more.
I would like training on how to use the materials. I will spend more time this summer reading about the program. It was difficult to start in the middle of the year without any training. It is a good program, I just do not feel like I always do the lessons correctly. The stories are EXTREMEMLY difficult for my students to read.
I would love magnetic chips so I could Demonstrate physically how to place the colors/large in each box on the whiteboard
I would love to have the Digraph cards for Kindergarten. We have many students who are ready to learn digraphs.

It is extremely difficult to keep each lesson to 30 minutes. They do not all have the same amount of materials to cover. I don't appreciate that. Other than that one thing, I do like this program.
It would have been nice to be fully trained prior to implementing in October. The September training after school was not helpful once so ever.
Kindergarten sight word list needs improvement. Sight words need to be written.
Looking forward to learning more over the summer about the 95 Phonics Core Program, so we can fully integrate it into my phonics block.
Love the program!
My students and I find the materials to be very helpful.
n/a
n/a I love the program and have seen a huge improvement in my students.
na
Need more training
No
No
Not all students received workbook. I was short 4 workbooks
Should provide "hard sound chips" as the ones that were provided were not too sturdy.
Slideshow presentation isn,Äôt super user friendly. I,Äôve became used to it but it could be better.
Sound Mapping mat and chips
Sound spelling chips and sound spelling cards were downloaded from the website, but not available in our kits.
Sturdier paper, or laminated would be nice for the sound-spelling mats.
Teachers only received 20 student work books. I had 26 students . It would be great to receive more than 20 student workbooks for next school year.
The chips are flimsy coated paper and wore out quickly. My learning strategist provided me with plastic chips that are working much better.
The chips, boxes and sound-spelling mats are easily ruined and lost. It would be better if the materials were more durable.
The end of unit tests should be noted in the teacher's edition and there should be a marking in the TE as when a teacher would need to advance a presentation slide.
The materials are great and the students enjoyed using them, especially the writing part of the notebook.
The materials that come with the program are very helpful for small groups. With whole group instruction, they are more difficult to implement.
The passages are horrible. So hard for kids to read and comprehend. Everything else has been fine.
The Presentations do not match the Teacher Edition. They don't align, so I have to backtrack when reading word for or use the workbook.
The student workbooks for kindergarten are purely handwriting and high frequency word exposure there is so little phonics that I'm not sure how they're considered a phonics program component at all.
The teacher book does not match the student book for grade 3 day 3.

The workbook pages were terribly laid out. They had half pages and pages that continued into the next page halfway. They also did not have any manipulate items for Kindergarteners to learn their letters with.
They should include a complete set of extra chips for each student's sound map kit. It would be nice if the presentation came with pictures for the comprehension part. That would be very helpful for our ELL students. For example, one story was about a grebe. I had no idea what it looked like, and the students couldn't imagine it. So I had to Google an outside picture of a grebe, and we were all surprised.
They were awesome and I saw so much growth among my students! I enjoyed the sound spelling cards
This program is the best phonics program I have ever used. I appreciate the vocabulary that is included in the program.
To much materials to set up and get ready for the lesson.
We had to ask for timers so if this program is going to be rolled out to new schools next year it would be great to have timers included in the materials distributed for 95 Phonics before implementation.
We received 20 student materials with over 25 students. Very time consuming to make copies of the booklets.
We used plastic chips instead of the paper chips provided. The paper chips did not last.
Wonderful materials.
You cannot get the whole lesson taugh in the allotted amount of time.

Mid-year Survey Responses

95 Phonics Core Program includes phonemic awareness, sight words, and foundational skills work, but does not include as many skills as our grade level was already doing with Heggerty Phonemic awareness and our own foundational skills instruction.
Because this program spirals and we weren't able to start right away, our kids are at a disadvantage, ESPECIALLY with all of the high-frequency words we have to review daily. They weren't exposed to them the first several weeks of school and because of that, they are seeing "review high-frequency" words for the first time. There are too many of them. The writing and reading is confusing to them because they are not at a level yet where they can follow along with 4 sentences it all becomes jumbled to them even with the use of the anchor icon.
Fix the pacing, add a bit more explicit phonics and this will be a perfect program
Having the program mandatory and having us start after making copies and preparing for a different programs for the year was very frustrating. Either we needed to receive it earlier or the program should have been optional for this year.
I don't think powerpoint presentations and workbooks are an age-appropriate way for kindergarten to learn. i'd like to see more manipulatives, games, etc for teaching.
I don't think it is a beneficial program for my Kindergarten students. It does not review the writing and spiral practice of letters and sounds enough.
I feel that there are gaps in the program and have found greater success using other programs with my students.
I find it hard to complete the whole lesson in a day.
I just need time to explore and teach the program to myself first.

I need more PD on it. I've watched videos on YouTube, but with this along with my other things I do in my classroom...it's a lot.
I think it is very useful for regular and ELL students in regards to Phonological Awareness concepts.
I was also provided Magnetic Reading Foundations for phonics. I have mainly been using the Magnetic Reading.
I would like homework practice sheets to take home. This way students can keep practicing what they learned for that day; or letters they learned throughout the week.
It does not include variety of phonological awareness activities, such as ending/ middle sounds, and rhyming/ phonemic addition and deletion.
It goes too slow with letter knowledge and sight words.
It takes longer for every task
It takes us 45 minutes... Transitions are hard. I like how presentation shows each section. Listening... I like the letter formation instructions.
It was brought in way to late after the school year started. If it was supposed to be implemented correctly, we should have had district training before the school year.
It's got potential, I just feel its a bit slow, but that might be because we didn't start until the 5th week of school.
Its really annoying it was implemented 9 weeks into the school year with little to no support.
More information about pacing would be helpful
More training
My students really enjoy this program . They love using the letter-sound strips and blending syllables.
N/A
NA
No
none
Not having the materials and training to start the program at the beginning of the year was a hinderance. We were told to start the program with Lesson 1 even though most students were already well beyond lesson 1 in terms of mastery.
Nothing at this time
Nothing.
Oftentimes I go beyond the 30 minute block of the 95 Phonics Core Program instruction.
Please include a pacing guide for this program. Having 5 days of lessons, plus a spelling quiz ON day 5, and a unit assessment is not possible. It will push back everything else. Also, if it wasn't for a teammate knowing that the assessment was on the website and when to give it.... We could not have known from the teacher manual or student workbook.
Rip out pages
Still getting acquainted with the program.
Still trying to learn the program and with all the programs we are doing at our school, its difficult to find room to fit small reading groups in.
Still working on implementation and it takes longer than I expected.

Students in Kinder sometimes need more time finding the page numbers and more time for writing. The timing is getting better with time. Plus, students help each other find the correct page. I do wish each day had it's own page and not multiple Days.
The biggest challenge has been pacing. My students are not performing at grade level, so they need extra time to grasp new concepts and complete all of the required activities in each lesson. In my experience the lessons are well thought out, but the time allotment is not realistic for below-grade-level students.
The high frequency words change daily and students do not get used to the sight words in isolation before seeing them in sentences. If there is a way to focus on four sight words per week and use those four sights only in sentence reading, that would help students to get familiarize with those words.
The lessons take longer than 30 min. I think when we do the unit test at the end of lesson 7 it should be on a different day than the lesson. I also think it should be noted in the TE so we don't have to go look for it on the website.
The pacing assumed by 95 does not include transitions, corrections, and behaviors that will make the program take longer. I have been teaching for 16 years, and find this program VERY similar to Engage New York, but ENY seemed to flow easier than 95.
The pacing is extremely off and there is not incorporation of Explicit Phonics. We continue to teach this which means we do not have time to complete everything in the time-frame.
The program is very rigorous for our demographic area. It is also difficult to complete the lessons in their entirety in our allotted time.
The program takes way longer to implement than what I was told it would take.
The skills and implicit way in which the skills are taught are great. I will add that for young students it is very worksheet heavy and the workbook is not very user friendly for young learners.
The timing per section in 95 core phonics I feel sometimes does not cater to quality vs quantity. I am often going way over time to ensure my students understand. Especially since each lesson adds more skills.
This program is to vigorous for our demographic area.
This program takes more than 30 minutes a day to complete fully.
Too soon to tell. I have only been using the program for 1-2 months.
Workbooks that are easier to use. Like pages you can tear out and not confuse students. At least do only 1 lesson per page
End-of-year Survey Responses
A planning period before the start of the school year to help with implementation
Additional instructional time because Phonological Awareness and Phonemic Awareness in crucial for Grade 1 especially those who are struggling to read.
At the beginning of the program the lesson took a longer time than scheduled . I am teaching Kindergarten.
Having different parts of the lesson designated as small group activities and the ability to set it up as a center would be really amazing. I choose which parts to break down into small group but even more guidance or how to do it with small groups would be even better
I enjoy this program. It has helped me to teach Phonics in an understandable pattern for them.
I feel as if there is not enough consistency and practice for the students. The program is choppy.

I feel that the program takes much longer than we were led to believe, and I find that I have to pick and choose which parts to keep and leave out. It takes too much time away from Tier 1 instruction.
I have enjoyed using 95 Phonics. My students understand how to use it. I do not love the reading passages. In an effort to fit in the phonics skill(s) being learned, sometimes they are hard to comprehend.
I love, love, love the digital slide presentations. I wish the student workbook was organized a bit different.
I wish the passages were also in the lesson part of the TE in the day of the lesson it is being used.
If the teacher guide is followed with precession, it becomes so much easier as the year goes on. The students are extremely engaged and their writing and reading has improved
It is too long for kindergarten students to sit and get the information.
It takes longer than suggested to implement the program with non-readers.
It was just hard this year because we had other programs we had to use too. It was hard to get it all in. Our school also didn‚Äôt get the materials until 2 months into school.
Like to see more phonological awareness
More amount of time to complete an entire lesson in one session. 20 minutes does not allow enough time, particularly for the later lessons with sentence dictation.
More time for the reading and comprehension portion of the stories. It takes my students a long time to read the stories.
My school site also made Magnetic Reading available to us; this was my main source for phonics instruction this year.
n/a
Never received any training on it
no
Some students can, but some can't get finished before we need to stop for the day.
The current iteration of Core Phonics is not developmentally appropriate for kindergarten. There are so many better options that teach the same content in more engaging ways that are easier for kids to understand. Unless something drastic changes in the way content is presented in books b and c I wont be using them in the future. Reading and writing Passages mostly made up of high frequency words that haven't been explicitly taught rather than decodable passages causes frustration for teachers and students.
The kindergarten students have grown exponentially through this program. The science behind it has been working.
The minutes specified in the program don't give me enough time to explicitly teach the skill being taught.
The passages were too high for 1st grade. They could not understand the words
The spreadsheet that we were required to complete six times was not user friendly. The fact that we could not use student names was time consuming to find each and every student individually was redundant and inconsiderate considering that we were not paid for any of these requirements.
The timing of the lessons go too quickly on some. We sometimes cannot go through one day's lesson in a 30 minute window.
The writing components some days are long and make it hard to stay in the 20 minute time limit.
There is not enough letter formation practice in Kindergarten.

To many components takes more then one day to fully and accurately teach,
We have absolutely no time for small group
We started the program late this year so I worry I have not hit all the important components.
When I first started using the program is took a bit longer than 30 minutes to get through a day's lesson. I realized that I needed to implement a timer shortly after as I was spending too much time checking and marking students workbooks as they worked. I had to focus my attention on the lesson and pacing as well as setting the daily routines. As time went on, I saw that students began to understand and anticipate the flow of the lessons and they were more successful in meeting the goals within each skill set. Some students still struggle with the reading and writing but they are demonstrating how to use finger stretching to read and write words.
███
Mid-year Survey Responses
Again, I need more time to implement this program. I wish we were not forced so quickly to do a new program, when we are getting so many new programs at one time.
Every part of the lesson takes much longer than the time allocated in the teacher's guide.
Few opportunities to model and practice before implementing this program...lots of doubts.
I am a first grade teacher and like this program. My students are engaged throughout each lesson.
I am a Kindergarten classroom teacher, and my students really enjoy the foundations of the sounds like the voiced or unvoiced components of the sounds.
i am beihnd everyone by 2 months so I didnt get a lot of the initial training they received.
I feel 95 core phonics is helpful to me and my students.
I like the program and dialog. I love my students are engaged. However, my higher students are less engaged. Maybe once we reach higher lessons, they will find more of a challenge.
I noted that my principal hasn't done walkthroughs because we were under the impression that the team from the company would do walkthroughs. I don't find it fair to have my administrator take blame on this.
I wish the slides more closley aligned with the teacher manual. For example I wish when we pulled up the slides and the first part of the lesson is phonemic awareness from the teacher manual, I wish the first slide would then say phonemic awareness and the teacher manual page
I would like more information on how to find end of unit exams and other teacher resources.
In person demonstration with students to show how to teach the program.
It is above their heads.
It would be beneficial to have someone come in and do a complete lesson, in-person training with my students for me to observe.
Mrs. Ireland, principal and Ms. Wojak, Strategist work very well as a team and are very instrumental in the entire training process. I really due appreciate them.
My learning strategist Kelli Schirm has been the most helpful to help us implement this program
N/A
NA
No
none
none at this time

nope
nothing
Nothing at this time
Our school is just short staff for training.
The flow of the program is time consuming for transitions because students are moving back and forth between whole group instruction and written segments more than once. Also, I feel that there are too many examples of syllable work with 10 or more at the beginning and again at the end.
There was not enough training on this program, especially when implemented after the start of the beginning of the year. This program needs to slow down the pacing with more realistic expectations.
Too soon to fill out a survey stating if it's effective or not.
Would feel more confident in lesson delivery, if face-to-face / guided (in-person training) with my students and me for five days was available.
Your answer choices for this section are wrong.... Strongly disagree, disagree, neither disagree nor agree, agree, then disagree again..... Did not have ' strongly agree '.
End-of-year Survey Responses
Because of my participation in LETRS, I only received the overview for Phonics 95. However, the LETRS trainings enhanced my perception of what Phonics 95 is supposed to achieve.
Horrible program. To many places to jump back and forth from during a single lesson, powerpoint, phonics cards, student workbook. Make me more stressed out trying to teach the whole lesson.
I am getting to know this program. I know it much better than when I started. I am looking forward to starting it at the beginning of the year next year so I can do the whole year of the program.
I am teaching kindergarten. At the beginning the lesson were longer than expected and the part of students did not fully participate. As soon as they became familiar with the program, and had to write sentences, they enjoyed the lessons.
I feel confident in teaching this program.
I feel there are much better phonics programs available. The students are not growing using this program.
I like the scripts found in the teacher's manual. It is very easy to follow. .
I would like to attend a PD on CORE phonics program, lead implementation at my school for lower grades (K-2) to improve fidelity.
I would recommend this program to anyone!
If the hope is to have strategists and admin be able to help/teach teachers how to use 95 Phonics, they should be given an account.
Is there anything else you would like to add about your role, experience, or participation using this program?
It would be helpful to be able to print additional copies of student work pages from online, in the event of new students or lost books.
It would be nice to have support/instruction for checking work like fill in the blank or checking sentences.

It would have been helpful to watch someone run through a day's lesson so that I could have seen how important the I DO, WE DO, and YOU DO strategy is during the writing portion of 95 Phonics. Managing this strategy was key to how well the lesson flowed and how well students understood the expectation of the writing task.
It's a great program!
My grade level has never had walk throughs or been able to see another teacher teach the lesson.
My students lost momentum and skills after implementing 8 weeks of 95 Core Phonics. We had to add back in explicit phonics instruction and phonemic awareness activities in order to get them back to where they had been. Unfortunately, this program takes up space and time that is much better used by teaching decoding and encoding decodable words and passages. It has show to be a complete waste of our time and generally ends in kindergarteners or teachers in tears.
N/A
n/a
n/a
n/a
N/A
N/A
No
No
No
No
No
No
Our RBT specialist and grlvl chair was super with feedback and questions.
Please see other feedback. All of CCSD needs professional training on the program!
Teachers were largely left to figure it out on their own. We received one demo lesson from strategists, but that's it.
The passages use vocabulary that matches the focus skill, but my students do not understand many of the jargon words that are used to match the focus skill and it slows down their comprehension. There should be a page provided each week that explains through pictures and/or similar familiar words, so students understand the jargon word when they encounter it.
We didn‚Äôt have a reading specialist to guide us through programs.

Table 28. 95 Phonics Core Teacher "Other" Responses to Instructional Minutes

Mid-year survey Responses	Count
0	1
40	3
45	2
30-40 minutes	1
40 min -1 hour	1
40 minutes	1

45 long minutes	1
45 min	1
45 minutes	2
45-50	1
60 minutes	1
depends on complexity of lesson	1
Depends on the lesson anywhere from 10-45 minutes	1
Depends on the lesson!	1
over 30 minutes	1
The program is taking me about an hour right now to get through.	1
too many (45-60)	1
up to an hour	1
End-of-year survey Responses	**Count**
0	1
40	2
45	2
30 - 40 minutes	1
30+	1
35 mins	1
35-40	1
40-45	1
40-50 minutes	1
45 minutes	1
45-55 minutes	1
If I do everything as outlined in the program without causing my kindergarteners stress it takes at least 35 minutes	1
More than 30 minutes	1
More than 30 minutes	1

Table 29. 95 Phonics Core Teacher "Other" Responses to Principal Feedback

Mid-year survey Responses	**Count**
.	1
As needed	1
During PLCs by not weekly to discuss 95 Phonics.	1
has not met my principal about the program yet	1
Have not met with.	1
Have not met yet.	1
N/A	3
NA	1

Never	6
Never	1
none	11
not yet	1
once	1
Pending	1
provides assistance whenever needed	1
She has not met with us.	1
Two times.	1
End-of-year survey Responses	**Count**
0	4
1-2x a year	1
3 times since October	1
almost never	1
did not meet	1
few times a month	1
My principal has never met with me regarding 95 phonics. The AP has discussed it with us at our PLCs. But, she is not providing feedback but rather giving us an opportunity to share our feedback. The teachers are teaching her the program.	1
Never	17
No meeting.	1
none	3
not at all	1
once	3
Once every couple months	1
once or twice	1
several times a year	1
Strategists.	1
twice since we got the program in November	1
we were all new to this program	1

Table 30. 95 Phonics Core Teacher "Other" Responses to Learning Strategist Feedback

Mid-year survey Responses	**Count**
.	1
2 times because we needed help	1
After her observation, but not weekly in PLCs.	1
N/A	1
NA	1
Never	1

none	4
Once	2
Once every two weeks.	1
One time	1
when needed	1
whenever help needed	1
End-of-year survey Responses	**Count**
Never	1
1 time 2nd semester	1
3 times since October	1
bi-weekly	1
I am the strategist	1
Met with us once.	1
Never	2
No meeting	1
None	4
Once	1
Once a quarter	1
Once overall	1
One time	1
One time total	1
She has met with me twice this year.	1
The learning strategist at our school is usually teaching classes when subs don't show up. I have never once had an opportunity for her to help me with the program. She has some in one time to watch me teach it and a couple of times to ask other teachers to watch me use 95 Phonics.	1
Twice this school year	1
we are all new to this program	1

Table 31. 95 Phonics Core Teacher "Other" Responses to Principal Walkthroughs

Mid-year survey Responses	**Count**
.	1
1 time	1
As needed	1
hasn't happened in my room	1
N/A	1
NA	1
never	8
none	10

not yet	2
Once	1
Only once so far with RBG3 Specialist.	1
Unknown	1
End-of-year survey Responses	**Count**
0	4
Never	1
3 times this school year	1
did not walk through	1
NEVER	11
Never	2
none	5
Once	5
Once every couple of months	1
once/twice a semster	1
several times a year	1
Twice since October	1
we are all new to this program	1

APPENDIX B: Implementation Instruments

95 Phonics Core Administrator Survey

Q1   95 Phonics Core Program for K-3 Administrator 2022-2023
   On behalf of the Clark County School District (CCSD) and the Center for Research, Evaluation, and Assessment (CREA) at the University of Nevada, Las Vegas (UNLV), you are invited to participate in the 95 Phonics Core Program Mid-Year Survey. This survey is being sent out to all CCSD school administrators prior to the completion of the 2022 fall semester.   The survey asks about your experience using the 95 Phonics Core Program materials as a CCSD school administrator during the first half of the 2022-2023 school year. Your responses to this survey will help CCSD and 95 Phonics Core Program better meet the needs of team members like you. It should take approximately 15 - 20 minutes to complete.

Your answers are very important to us, and they will be kept confidential. Your decision whether to participate in this survey will not affect your relationship with 95 Phonics Core, CCSD, your team members, or your school. Thank you for your help!

Q2 Which of the following informational and/or professional learning sessions have you participated in this year? Select all that apply.

- o   Administrative Information Session: August 2, 2022
- o   Administrative Information Session: August 4, 2022
- o   Information Overview Session: August 24, 2022
- o   95 Phonics Core Program Overview: September 12, 2022
- o   95 Phonics Core Program Session #1: September 14, 2022
- o   95 Phonics Core Program Implementation: September 21, 2022
- o   95 Phonics Core Program Session #2: October 12, 2022
- o   95 Phonics Core Program Implementation Planning: October 26, 2022
- o   95 Phonics Core Program Session #3: January 18, 2023
- o   95 Phonics Overview for Administrators in Transformation Network: January 31, 2023
- o   95 Phonics Core Program Implementation PLC/Coaching: February 1, 2023
- o   95 Phonics Core Program Session #4: February 22, 2023
- o   None of the above

Q3 Now, we are going to ask you questions about how the 95 Phonics Core Program aligns with your school's strategic plan. How much do you agree or disagree with the following?

Q4 95 Phonics Core Program Strategic Alignment

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The 95 Phonics Core Program supports phonics instruction in alignment with					

CCSD's Language Essential for Teachers of Reading and Spelling (LETRS®) initiative.
The 95 Phonics Core Program aligns with my school's language and literacy learning objectives.
The 95 Phonics Core Program aligns with my school's curriculum development goals.
The 95 Phonics Core Program aligns with my school's overall strategic plan.

Q5 Is there anything else you would like to add about your perceptions of how the 95 Phonics Core Program aligns with your school's strategic plan?

_____

_____

_____

Q6 Now we are going to ask you a few questions about the implementation of the 95 Phonics Core Program. How much do you agree or disagree with the following?

Q7 95 Phonics Core Training

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The timeline for this program's					

implementation met my expectations.

Grant information meetings helped me become familiar with the 95 Phonics Core Program.

I provide frequent opportunities for learning walks or peer observations of 95 Phonics Core programming.

I know how to observe for 95 Phonics Core program implementation using the "Look For" protocol.

I use the "Look for" protocol to conduct frequent walkthroughs of 95 Phonics Core programming lessons.

I confer with teachers after observations to provide feedback.

Based on the training I received, I believe the learning specialist at my school is meeting expectations.

I can easily access materials online at the Customer Portal.

I can easily access the Presentation Files.

I can easily access the Spelling Lists.

I can easily access the Assessments.

I can easily access the Parent Instructions.

I can easily access the Product Training Videos.

I can easily access the Other Teacher Support Materials.

I have an adequate supply of Teacher's Editions (TEs) for my school.

I have an adequate supply Student Workbook Sets (SW) for my school.

I have an adequate supply of Student Manipulatives Kits with Phonics Chips for my school.

I have an adequate supply of Sound-Spelling Cards for my school.

Q8 Is there anything else you would like to add about training using the 95 Phonics Core Program?

_____

Q9 How many instructional minutes per day are Kindergarten teachers providing using the 95 Phonics Core Program?

▼ Less than 10 minutes ... More than 30 minutes

Q10 How many instructional minutes per day are First Grade teachers providing using the 95 Phonics Core Program?

▼ Less than 10 minutes ... More than 30 minutes

Q11 Has your school purchased 95 Phonics Core Program kits for Second or Third Grade?

○ **YES**

○ **NO**

Display This Question:
If Has your school purchased 95 Phonics Core Program kits for Second or Third Grade? = YES

Q26 Which 95 Phonics Core Program kit has your school purchased?

○ **Second Grade**

○ **Third Grade**

○ **Both: Second and Third Grade**

Display This Question:
If Has your school purchased 95 Phonics Core Program kits for Second or Third Grade? = YES
And Which 95 Phonics Core Program kit has your school purchased? = Both: Second and Third Grade

Q27 How many instructional minutes per day are Second Grade teachers providing using the 95 Phonics Core Program?

▼ Less than 10 minutes ... More than 30 minutes

Display This Question:

> *If Has your school purchased 95 Phonics Core Program kits for Second or Third Grade? = YES*
>
> *And Which 95 Phonics Core Program kit has your school purchased? = Both: Second and Third Grade*

Q28 How many instructional minutes per day are Third Grade teachers providing using the 95 Phonics Core Program?

▼ Less than 10 minutes ... More than 30 minutes

Display This Question:

> *If Has your school purchased 95 Phonics Core Program kits for Second or Third Grade? = YES*
>
> *And Which 95 Phonics Core Program kit has your school purchased? = Second Grade*

Q12 How many instructional minutes per day are Second Grade teachers providing using the 95 Phonics Core Program?

▼ Less than 10 minutes ... More than 30 minutes

Display This Question:

> *If Has your school purchased 95 Phonics Core Program kits for Second or Third Grade? = YES*
>
> *And Which 95 Phonics Core Program kit has your school purchased? = Third Grade*

Q13 How many instructional minutes per day are Third Grade teachers providing using the 95 Phonics Core Program?

▼ Less than 10 minutes ... More than 30 minutes

Q14 To finish up, we are going to ask you a few questions about your training using the 95 Phonics Core Program. How much do you agree or disagree with the following?

Q15 95 Phonics Core Program Administrative Understanding

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I have a clear understanding of the instructional dialogue required by the 95 Phonics Core Program.					

I have a clear understanding of the instructional routines required by the 95 Phonics Core Program.

I have a clear understanding of the appropriate pacing for the 95 Phonics Core Program.

I have a clear understanding of what mastery looks like in the 95 Phonics Core Program.

I know who I can reach out to for assistance with implementation of the 95 Phonics Core Program.

Q16 Is there anything else you would like to add about the implementation of the 95 Phonics Core Program this year?

_____

Q17 Is there anything else you would like to add about your role or experience(s) using this program?

_____

Q18 The following questions ask a little about you:

Q19 Please select your gender:
- o   Female
- o   Male
- o   Prefer to Self-Describe _____

Q20 Please select your race/ethnicity:
- o   Asian or Pacific Islander
- o   Black or African American
- o   Hispanic or Latino/a/x

- o Native American or American Indian
- o Middle Eastern or Northern African
- o White
- o Two or more races
- o I identify as _____

Q21 Please select your school:
Elementary Schools

▼ 100 Academy ES ... Griffith ES

Q23 How many years of experience do you have as a school administrator?

▼ Less than 1 year ... More than 20 years

Q24 How many years of experience do you have as a teacher?

▼ Less than 3 years ... More than 20 years

95 Phonics Core Learning Strategist Survey

Q1   95 Phonics Core Program for K-3 Learning Strategist 2022-2023
   On behalf of the Clark County School District (CCSD) and the Center for Research, Evaluation, and Assessment (CREA) at the University of Nevada, Las Vegas (UNLV), you are invited to participate in the 95 Phonics Core Program Mid-Year Survey. This survey is being sent out to all RBG3 learning strategists prior to the completion of the 2022 fall semester.   The survey asks about your experience using the 95 Phonics Core Program materials as a RBG3 learning strategist during the first half of the 2022-2023 school year. Your responses to this survey will help CCSD and 95 Phonics Core Program better meet the needs of team members like you. It should take approximately 15 - 20 minutes to complete.

 Your answers are very important to us, and they will be kept confidential. Your decision whether to participate in this survey will not affect your relationship with 95 Phonics Core, CCSD, your team members, or your school. Thank you for your help!

Q2 Which of the following informational and/or professional learning sessions have you participated in this year? Select all that apply.
   o   Administrative Information Session: August 2, 2022
   o   Administrative Information Session: August 4, 2022
   o   Information Overview Session: August 24, 2022
   o   95 Phonics Core Program Overview: September 12, 2022
   o   95 Phonics Core Program Session #1: September 14, 2022
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   o   95 Phonics Core Program Implementation Planning: October 26, 2022
   o   95 Phonics Core Program Session #3: January 18, 2023
   o   95 Phonics Overview for Administrators in Transformation Network: January 31, 2023
   o   95 Phonics Core Program Implementation PLC/Coaching: February 1, 2023
   o   95 Phonics Core Program Session #4: February 22, 2023
   o   None of the above

Q3 Now, we are going to ask you a few questions about your training for the 95 Phonics Core Program. How much do you agree or disagree with the following?

Q4 95 Phonics Core Training

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I am familiar with 95 Phonics Core Program materials (e.g. classroom kits,					

phonic chips, spelling cards, etc.).

I am familiar with 95 Phonics Core Program online materials (e.g. online lessons, assessments, digital presentation files).

I am aware of 95 Phonics Core Program support resources.

I have a clear understanding of 95 Core Phonics instructional units.

I have a clear understanding of 95 Core Phonics instructional projects.

I have a clear understanding of the instructional dialogue required by the 95 Phonics Core Program.

I have a clear understanding of the instructional routines required by the 95 Phonics Core Program.

I have a clear understanding of the appropriate pacing for the 95 Phonics Core Program.

I have a clear understanding of what mastery looks like for the 95 Phonics Core Program.

I know who I can reach out to for assistance with implementation of the 95 Phonics Core Program.

I analyze student data to engage with teachers in individual and collaborative reflection and problem-solving.

Q5 Is there anything else you would like to add about training provided for the 95 Phonics Core Program this year?

_____
_____
_____

Q6 Next, we are going to ask you a few questions about the implementation of the 95 Phonics Core Program.

Q7 95 Phonics Core Program Implementation

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I deliver 95 Phonics Core content to teachers after each professional learning session.					
I create a plan to implement coaching support and provide teacher assistance after each professional learning session.					
I model 95 Phonics Core Program lessons for teachers regularly.					
I provide coaching for teachers (e.g. peer observations, learning walks) regularly.					
I foster a community of educational partners (learning strategists, administrators, and teachers) to support program implementation.					
I motivate teachers by helping them					

set attainable goals.	
I celebrate teacher successes in program implementation.	

Q8 Is there anything else you would like to add about the implementation of the 95 Phonics Core Program this year?

_____
_____

Q9 To finish up, please tell us about your experience with this program. How much do you agree or disagree with the following?

Q10 95 Phonics Core Program Experience

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I feel confident in my knowledge of the 95 Phonics Core Program.					
Professional learning sessions were helpful in supporting my role as a learning strategist.					
I feel confident coaching teachers to use the 95 Phonics Core Program.					

Q11 Is there anything else you would like to add about your role, experience, or participation using this program?

_____
_____

Q12 The following questions ask a little about you:

Q13 Please select your gender:
Female
Male
Prefer to Self-Describe _____

Q14 Please select your race/ethnicity:
- o   Asian or Pacific Islander
- o   Black or African American
- o   Hispanic or Latino/a/x
- o   Native American or American Indian
- o   Middle Eastern or Northern African
- o   White
- o   Two or more races
- o   I identify as _____

Q15 Please select your school:
Elementary Schools
▼ 100 Academy ES ... Griffith ES

Q16 How many years of experience do you have as an educator?
▼ Less than 1 year ... More than 20 years

95 Phonics Core Teacher Survey

Q1   95 Phonics Core Program for K-3 Teacher 2022-2023
   On behalf of the Clark County School District (CCSD) and the Center for Research, Evaluation, and Assessment (CREA) at the University of Nevada, Las Vegas (UNLV), you are invited to participate in the 95 Phonics Core Program End-of-Year Survey. This survey is being sent out to CCSD teachers prior to the completion of the 2023 spring semester.   The survey asks about your experience using the 95 Phonics Core Program materials as a CCSD teacher during the second half of the 2022-2023 school year. Your responses to this survey will help CCSD and 95 Phonics Core Program better meet the needs of team members like you. It should take approximately 15 - 20 minutes to complete.

Your answers are very important to us, and they will be kept confidential. Your decision whether to participate in this survey will not affect your relationship with 95 Phonics Core, CCSD, your team members, or your school. Thank you for your help!
Q2 Which of the following informational and/or professional learning sessions have you participated in this year? Select all that apply.
   o   Information Overview Session: August 24, 2022
   o   95 Phonics Core Program Overview: September 12, 2022
   o   95 Phonics Core Program Implementation: September 20, 2022
   o   95 Phonics Core Program Implementation: September 21, 2022
   o   95 Phonics Core Program Session #3: January 18, 2023
   o   95 Phonics Overview for Administrators in Transformation Network: January 31, 2023
   o   95 Phonics Core Program Implementation PLC/Coaching: February 1, 2023
   o   95 Phonics Core Program Session #4: February 22, 2023
   o   None of the above

Q3 Next, we are going to ask you questions regarding 95 Phonics Core Program materials. How much do you agree or disagree with the following?

Q4 95 Phonics Core Program Materials

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I received a 95 Phonics Core Program classroom kit.	○	○	○	○	○
My classroom kit contained Teacher's Editions (TEs).	○	○	○	○	○
My classroom kit contained Student Workbook Sets (SWs).	○	○	○	○	○

My classroom kit contained student manipulatives with phonic chips.	○	○	○	○	○
My classroom kit contained sound spelling cards.	○	○	○	○	○
I am aware that I have access to online materials on the 95 Phonics Core Program website including: Spelling lists, assessments, parent instructions, and product training videos.	○	○	○	○	○
I registered online to receive digital presentation files and supporting materials for this program.	○	○	○	○	○

Q5 Is there anything else you would like to add about materials for the 95 Phonics Core Program this year?

_____

_____

Q6 We are now going to ask you a few questions about the implementation of the 95 Phonics Core Program.

Q7 How many instructional minutes per day are you providing using the 95 Phonics Core Program?

○ 1-5 minutes

○ 5-10 minutes

○ 10-15 minutes

○ 15-20 minutes

○ 20-25 minutes

○ 25-30 minutes

○ Other _____

○

Q8 How much do you agree or disagree with the following?

Q9 95 Phonics Core Program Implementation

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I have a clear understanding of the instructional dialogue required by the 95 Phonics Core Program.	○	○	○	○	○
I have a clear understanding of the instructional routines required by the 95 Phonics Core Program.	○	○	○	○	○
I have a clear understanding of the appropriate pacing for the 95 Phonics Core Program.	○	○	○	○	○

I have a clear understanding of what mastery looks like for the 95 Phonics Core Program.

○   ○   ○   ○   ○

I follow the program's lesson sequences.

○   ○   ○   ○   ○

I follow the Teacher's Edition (TE) instructional dialogue provided in my classroom kit.

○   ○   ○   ○   ○

I utilize 95 Phonics Core Program presentation files found online.

○   ○   ○   ○   ○

I remind students about the 95 Phonics Core Program routine throughout lessons.

○   ○   ○   ○   ○

I know who I can reach out to for assistance with implementation of the 95 Phonics Core Program.

○   ○   ○   ○   ○

My students start each day with the Phonological Awareness Warm-Up.

○   ○   ○   ○   ○

I explicitly teach the Phonics Pattern on Day 1, review the pattern on Day 2, and apply the pattern on Days 3–5.	○	○	○	○	○
Each week, my students practice word fluency with 1-minute timed readings.	○	○	○	○	○
My students regularly write sentences I dictate and then provide corrective feedback by looking at a correct version.	○	○	○	○	○
I repeat questions and receive correct responses from my students.	○	○	○	○	○
My students regularly have the opportunity to identify pattern words in reading passages.	○	○	○	○	○
On Days 2, 4, and 5 of each week, my students are provided either oral or written responses to comprehension texts.	○	○	○	○	○
I know what I Do, We Do,	○	○	○	○	○

and You Do means in regards to 95 Phonics Core Program Instruction.					
I regularly engage in self-assessment using the self-assessment tool.	○	○	○	○	○
I break program tasks down for students.	○	○	○	○	○
I provide program-based prompts and cues for my students.	○	○	○	○	○
I provide appropriate pacing throughout lessons for my students.	○	○	○	○	○
I provide practice opportunities for my students.	○	○	○	○	○
I provide small group instruction for students who require additional practice.	○	○	○	○	○

Q10 Is there anything else you would like to add about the implementation of the 95 Phonics Core Program this year?

_____

_____

Q11 Next, we are going to ask you some questions about your experience with this program.

Q12 How often did your principal meet with you to provide feedback on the program?

○ Once a week

○ More than once a week

○ Once a month

○ Other _____

Q13 How often did your learning strategist meet with you to provide feedback on the program?

○ Once a week

○ More than once a week

○ Once a month

○ Other _____

Q14 How often did your principal conduct planned walkthroughs of 95 Phonics Core programming lessons?

○ Once a week

○ More than once a week

○ Once a month

○ Other _____

Q15 To finish up, how much do you agree or disagree with the following?

Q16 95 Phonics Core Program Experience

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
I feel confident in my knowledge of the 95 Phonics Core Program.	○	○	○	○	○
I was provided opportunities for learning walks or peer observations of 95 Phonics Core programming instruction.	○	○	○	○	○
My principal used the "Look for" protocol to conduct frequent walkthroughs of 95 Phonics Core programming lessons.	○	○	○	○	○
I had the opportunity to confer with other teachers after walk throughs to provide feedback.	○	○	○	○	○
I believe lesson outlines are easy to follow.	○	○	○	○	○
Online materials are easy to access.	○	○	○	○	○

The 95 Phonics Core Program protocol helps me understand learning outcomes for my students.	○	○	○	○	○
The professional development trainings helped in my ability to implement this program.	○	○	○	○	○
My learning strategist supported me in implementing this program.	○	○	○	○	○
I am confident in my ability as a teacher to implement this program.	○	○	○	○	○

Q17 Is there anything else you would like to add about your role, experience, or participation using this program?

_____

_____

Q18 The following questions ask a little about you:

Q20 Please select your gender:

○ Female

○ Male

○ Prefer to Self-Describe _____

Q19 Please select your race/ethnicity:

◯ Asian or Pacific Islander

◯ Black or African American

◯ Hispanic or Latino/a/x

◯ Native American or American Indian

◯ Middle Eastern or Northern African

◯ White

◯ Two or more races

◯ I identify as _____

Q46 Please select your school:
Elementary Schools

▼ 100 Academy ES ... Other

Q21 Please select your grade:

◯ K

◯ 1

◯ 2

◯ 3

◯ Other _____

Q22 How many years of experience do you have as a teacher?

▼ Less than 1 year ... More than 20 years

95 Phonics Core Learning Strategist Interview Protocol

Thank you for taking the time to meet with me today. As a reminder, we will be recording today's session for the research team to use only. Do I have permission to record the interview? *If No,* (Ask to audio record or, less favorably, take notes.)

This study is exploring the implementation of the 95 Phonics Core Program. You were selected to participate in this interview, as you are a key person in the implementation of the CCSD 95 Phonics Core Program as a Learning Strategist. Today, I would like to get a sense of your experience with this program and any additional thoughts you may have on implementation and continued program support. This interview will take approximately 45-60 minutes. This data will be used to understand the implementation of 95 Phonics Core and inform CCSD practices. Any information that we use from this interview will be listed anonymously, neither your name nor the name of your school will be shared in the data. Also, you have the right to discontinue your interview at any time. Do you have any initial questions regarding this process?

Demographics:
- How long have you worked in education?
- What is your current title/role and how did you get there?
- How long have you been at [your school site]?

School climate:

What is it like to be a Learning Strategist at your school?
- How do you view your role as a Learning Strategist?
- Walk me through your day-to-day responsibilities as a Learning Strategist.

Professional Development/Training:
I want to ask a couple of questions about *your* professional development for 95 CORE

- How were you introduced to the program?
- What are your general perceptions of the 95 Core trainings? (e.g. activities; your understanding of the objectives/purpose)
  - What worked?
  - What could be improved?
  - What other training do you think would be helpful?
  - o What about the training materials: (e.g. kits, chips, cards, materials, vendor communication, etc.?)
    - access to materials
    - understanding of best practices
  - o What, if any, incentives were provided to attend in-service training(s)?

Program Implementation:
We are interested in your experiences with implementing 95 Phonics Core.

- Did you attend the teacher training(s)?
  - What was your impression of how the program was introduced to teachers (e.g., the teacher program orientation)?
  - What about how program materials and resources were introduced (e.g., student guides, assessments, personalized skill lessons, additional reading passages)
- What role did you play in sharing information/materials with teachers?
  - How hands-on were you with initial implementation?
- Tell me about your interactions with administration?
  - What role(s) did they play?
  - How involved were they in the initial (implementation) stages?
  - How involved are they now?

Program Progression:
We also want to ask about how the program has progressed since implementation.
- Talk about your role with teachers once the program was in classrooms.
  - What were some positives?
  - What were some challenges?
    - What does your role look like now/How has it changed?
  - Walk me through *your* process for helping teachers acclimate to the program.
  - What kinds of feedback are you getting from teachers?
    - About program?
    - About students (learning, buy-in)?
- What is your perception of students using the program (e.g. learning, student buy-in)?
  - Can you share any student victories or success stories?
  - What kinds of resistance are you seeing?
- Going forward, how do you think the program will affect teachers?
- Going forward, how do you think the program will affect student learning?

LAST QUESTION: Is there anything else I did not ask that would be helpful in understanding your experiences of 95 Phonics Core?