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**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer
Alicia Arenas, Executive Director, Academics and Instruction
Jamilah Sanchez, Director of Early Literacy

Meeting Date March 26, 2025

Subject Curriculum Adoption/Purchase - Elementary Foundational Skills Curriculum - Grades K-2 - Academics and Instruction Department - Chief Academic Officer

Ask of the Board Adoption by the Board of Education of Resolution No. 2425-0213 - Selection and purchase of the following curricular materials:

- *Foundational Skills: UFLI Foundations*

Background Providing equitable access to standards-based literacy instruction is a central component of OUSD's work to ensure all students graduate college and career ready and that historically underserved students demonstrate accelerated growth to close equity gaps.

To guarantee mastery of literacy standards for all elementary students and set them on pathways to college, career, and community success, it is essential that we provide teachers with high-quality literacy materials and support them in data analysis, instructional planning, and implementation through systematic professional learning. Additionally, adopting a Tier 1 foundational skills curriculum, UFLI Foundations, ensures that all students receive explicit, systematic instruction in the essential components of early literacy.

UFLI Foundations, a Tier 1 Foundational Skills curriculum aligns with OUSD's literacy framework, which emphasizes a comprehensive approach to reading instruction. Foundational literacy—rooted in systematic and sequential instruction in phonemic awareness, phonics, and fluency—is a critical component of our district's larger literacy system. By adopting UFLI Foundations, we take the next step in strengthening our instructional practices in partnership with teachers,

principals, and families, ensuring that every student builds the strong literacy foundation needed for long-term academic success.

- **The Need for Foundational Skills Curriculum**

- In OUSD, foundational skills instruction currently relies on a suite of resources, including an OUSD-created letter-naming curriculum, SIPPS, and Heggerty. However, SIPPS is designed as a Tier 2 intervention, not a core Tier 1 curriculum. As a result, SIPPS instruction has been supplemented with Heggerty and additional SIPPS components to ensure students receive systematic and explicit foundational skills instruction.
- While this layered approach has supported foundational literacy development, it highlights the urgent need for the adoption of a single, research-based Tier 1 foundational skills curriculum that provides systematic and sequential instruction in phonemic awareness, phonics, and fluency. Establishing a consistent, high-quality Tier 1 curriculum will ensure that all students receive the structured literacy instruction necessary for early reading success, reducing the need for supplementation and intervention. This adoption is a critical next step in strengthening OUSD's literacy framework and ensuring equitable access to high-quality reading instruction for all students.

Discussion

We are grateful to the teachers and staff who served on steering committees, evaluated programs, piloted instructional materials and recommended this rich and promising Foundational Skills curriculum. Below is a summary of the selection process, aligned with California Ed Code (EC Sections 60210 and 60002), and reasons for recommending UFLI as OUSD's core Foundational Skills curriculum for grades K-2.

2021-2023 K-2 Foundational Skills Steering Committee and Program Evaluation Committee:

- Phase 1: In Spring 2021, the Foundational Skills Subcommittee reviewed instructional materials using the CA ELD/ELA framework, International Dyslexia Association guidelines, and OUSD's Language and Literacy framework to ensure alignment with Structured Literacy, the Science of Reading, and evidence-based instruction. After evaluating multiple curricula—including Benchmark Advance, Bookworms, CKLA, EL Education Skills Block, From Phonics to Reading, Foundations with Geodes, and others—the committee selected **From Phonics to Reading** and **EL**

Education Skills Block 2.0 for further review. These programs were piloted from August to December 2022 at four schools: Hillcrest and Martin Luther King, Jr. Elementary piloted **EL Education Skills Block 2.0**, while Acorn Woodland and Korematsu Discovery Academy piloted **From Phonics to Reading**. Pilot classrooms received professional development aligned with the training time expected for any adopted curriculum, and participating educators engaged in focus groups to provide feedback on implementation and instructional quality.

- Following the pilot, the subcommittee analyzed teacher and observer feedback across key instructional categories. Neither curriculum demonstrated strong enough outcomes to justify district-wide adoption, as neither was consistently rated highly by teachers or observers in terms of instructional quality or student experience. With no clear preference emerging and significant recommendations for improving both programs, the subcommittee determined that neither curriculum warranted the time and effort required for full-scale K-2 implementation. As a result, OUSD continues to seek a Tier 1 foundational skills curriculum that ensures systematic and sequential instruction in phonemic awareness, phonics, and fluency.

2023-2025 K-2 Foundational Skills Steering Committee and Program Evaluation Committee:

- Phase 2: After an extensive review process, the Foundational Skills Subcommittee, having conducted eleven in-depth reviews, recommended piloting UFLI Foundations and 95 Phonics Core Program. UFLI Foundations offers approximately 35 minutes of whole-group instruction with an additional 30 minutes of small-group differentiation and is praised for its research-based approach, rigorous scope and sequence, engaging materials, strong routines, and informal assessments for differentiation. The 95 Phonics Core Program provides 30 minutes of whole-group instruction and features a structured, research-based scope and sequence, detailed scripted lessons, explicit and engaging routines, and accessible materials. The committee recommends integrating SIPPS for small-group instruction within the Foundational Skills Block alongside both programs as a Tier 2 support.
- Pilots of the two selected curricula were conducted at **four** OUSD elementary schools (UFLI: Acorn and Cleveland; 95 Percent: Hoover and OAK). Schools applied to be a part of the pilot, criteria for selection included: 80% of teachers choosing to pilot, strong implementation of SIPPS/Foundational Skills Block, commitment to

attend Professional Learning and training, and principal participation in training. Participating schools received the following training on the curricular resource selected for their school:

- Baseline PD to unpack resources and understand strategies prior to the school year (3 hours)
- In-person and on-site support from Curriculum Specialists including observation and question and answer sessions (2-3 full days)

This amount of training is representative of the amount of professional development hours that would be allotted to any adopted materials in SY 25-26 and the time that each publisher suggested teachers needed to be prepared for implementation.

- Lesson observations were conducted by members of the Foundational Skills committee to assess the ways in which the materials create opportunities for teachers in providing high quality instruction and supportive student experiences. All staff participating in the pilot observations were offered the opportunity to participate in focus groups to share their experience with the curricular resource. The purpose of the focus groups was to gain additional insight into implementation of the curricular resource and its quality.
- All staff that participated in the pilot were invited to complete a survey about their experience using the curricular materials. The purpose of the survey was to ensure that all users were provided the opportunity to share their experience and recommendation.

Findings and Recommendation for UFLI Foundations: K-2 Foundational Skills:

On February 25, 2025, the Foundational Skills Piloting Committee recommended UFLI Foundations for adoption. Based on the Committee scores, the strengths of Foundational Skills curriculum are the following:

Scale: 1 - Strongly Disagree to 5 - Strongly Agree

Indicator	UFLI	95 Percent
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Coherent Instruction: The materials support explicit, clear, and accurate foundational skills instruction.	4.4	3.8
Breadth of Instruction: The lessons include adequate opportunities for instruction in core components of foundational skills (phonological awareness, phonics skills/decoding, encoding, fluency).	4.6	3.7
Routines: The resources support the teacher returning to the same engaging routines periodically to build familiarity with students in a developmentally appropriate manner.	4.2	4.3
Multiple Practice Opportunities: Students engage in multiple opportunities to apply target skill in contexts outside of decodable reader and in a variety of application activities.	4.4	2.9
Data Collection: There are opportunities and systems to collect student data (formal and/or informal [e.g. checks for understanding]).	4	3.3
Differentiation: There are resources and directions to support teachers in adjusting instruction for student needs individually or in small groups.	3.8	2
Overall	4.23	3.3

Based on the recommendation of the committee members, we are pleased to put forward ***UFLI Foundations*** for consideration as OUSD's Core foundational skills curriculum.

Professional Learning & Implementation of Amplify mCLASS with DIBELS:

Foundational Professional Development: Once new assessments are adopted, we will implement systematic professional learning to support implementation including the following support:

- **Foundational Professional Development (PD):** Training in new curriculum (Summer and start of school-year options) for teachers, instructional staff and school leaders to get started with curriculum
- **Weekly Teacher Collaboration:** Dedicated time at each school for professional learning communities to meet and conduct inquiry using curriculum.
- **Leadership PD & Learning Walks:** Professional development for principals and at least 3 annual learning walks.

Fiscal Impact

- *UFLI Foundations*

Curricular Materials for all elementary schools -

- ➔ Estimate: 3yr cost for materials: \$588,000.00
- ➔ Year 1 Cost: \$288,000.00 (~800/classroom)
- ➔ Ongoing Cost: 75,000.00/year (consumables) (~200/classroom)

PD Contract:

- ➔ Estimate: 1yr, 2025 cost: \$15,000.00

Teacher Extended Pay - Summer PD and Teacher Leaders - \$120,000.00

Attachment(s)

- Resolution No. 2425-0213
- Findings Report
- Presentation

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**RESOLUTION
OF THE
BOARD OF EDUCATION
OF THE
OAKLAND UNIFIED SCHOOL DISTRICT
No. 2425-0213**

**SELECTION OF INSTRUCTIONAL
MATERIALS: Foundational Skills Curriculum**

WHEREAS, pursuant to Board Policy 6161.1, the Governing Board is responsible for selecting textbooks and other instructional materials for use in District schools;

WHEREAS, the State Board of Education has approved standards for curriculum, certain curriculum frameworks, and has approved a list of basic instructional materials for use in kindergarten (K) through 2nd grade;

WHEREAS, the Governing Board shall select instructional materials for use in grades kindergarten through 2nd grade or shall have otherwise determined which instructional materials align with the state academic content standards;

WHEREAS, the Governing Board shall select instructional materials for grades K-2 upon determining that the materials are:

- Aligned to applicable academic content standards;
- Are provided by publishers that comply with legal requirements including CDE guidance;
- Do not reflect adversely upon persons because of their race or ethnicity, gender, religion, disability, nationality, sexual orientation, occupation, or other characteristic listed in Education Code 220, nor contain any sectarian or denominational doctrine or propaganda contrary to law;
- Reflective of California's multicultural society, avoid stereotyping, and contribute to a positive learning environment;
- Are accurate, objective, current , and suited to the needs and comprehension of district students at their respective grade levels;
- With the exception of literature and trade books, use proper grammar and spelling;
- Do not expose students to a commercial brand name, product, or corporate or company logo unless the Board makes a specific finding that the use is appropriate;
- Support the district's adopted courses of study and curricular goals;
- Contribute to a comprehensive, balanced curriculum;
- Provide for a wide range of materials at all levels of difficulty, with appeal to students of varied interests, abilities and developmental levels;
- Include materials that stimulate discussion of contemporary issues and improve students' thinking and decision-making skills;

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- Contribute to the proper articulation of instruction through grade levels;
- Have corresponding versions available in languages other than English as appropriate;
- Include high-quality teacher's guides;
- Meet high publishing standards in terms of the quality, durability and appearance of paper, binding, text and graphics;
- Upon adoption of standards by the SBE, not exceed maximum textbook weight standards;
- Meet the standards for social content that portray in a realistic manner democratic values, cultural pluralism, and the diversity of the state's population, and emphasize people in varied, positive, and contributing roles;

WHEREAS, instructional review committees and piloting committees comprised of classroom teachers, teachers on special assignment, administrators and district content specialists, reviewed and piloted Foundational Skills curriculum for potential use in District schools and found the following to meet the standards for adoption, therefore, the following Reading Risk screener is recommended for adoption by the Governing Board:

- UFLI Foundational Skills

WHEREAS, expenditures, pursuant to an Agreements between the District and publishing companies shall not exceed the total amount of **\$180,000.00**, for the period March, 2025 to June, 2027, for the purchase of K-2 Amplify mCLASS licenses related thereto;

NOW , THEREFORE, BE IT RESOLVED that the Board of Education hereby finds that UFLI Foundations meet the standards for adoption and hereby selects UFLI Foundations for use in District schools.

BE IT FURTHER RESOLVED that the Board approves the Agreement between the District and UFLI Foundations. This shall not exceed the total amount of, for the period March, 2025 to June, 2027 for the purchase of K-2 license materials.

Curricular Materials for all elementary schools -

- Estimate: 3yr cost for materials: \$588,000.00
- Year 1 Cost: \$288,000.00 (~800/classroom)
- Ongoing Cost: 75,000/year (consumables) (~200/classroom)

PD Contract:

- Estimate: 1yr, 2025 cost: \$15,000.00

Teacher Extended Pay - Summer PD and Teacher Leaders - \$120,000.00

Material Cost Estimates

Vendor	Description	Estimated Cost
TBD	Estimate 3 year cost of materials	\$588,000.00
Materials	Instructional materials/manipulatives (one time)	\$288,000.00

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Ongoing Cost	Materials refurbishment years 2 and 3	\$150,000.00
	3 year-total	\$1,026,000

Passed by the following vote:

PREFERENTIAL AYE:

PREFERENTIAL NOE:

PREFERENTIAL ABSTENTION:

PREFERENTIAL RECUSE:

AYES:

NOES:

ABSTAINED:

RECUSE:

ABSENT:

CERTIFICATION

We hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at a Regular Meeting of the Board of Education of the Oakland Unified School District, held on March 26, 2025.

OAKLAND UNIFIED SCHOOL DISTRICT

Jennifer Brohard
President, Board of Education

Kyla Johnson-Trammell
Secretary, Board of Education

24-25 Findings Report 2.0 on Foundational Skills Curriculum Review and Pilot

From Phonics to Reading and EL Education Skills Block

- I. [Purpose](#)
- II. [Findings](#)
 - A. [Level 1 Analysis](#)
 - B. [Level 2 Material Review](#)
 - C. [Pilot Schools + Lesson Observations](#) for 2022-2023
 - D. [Focus Groups](#) for 2022-2023
 - E. [Teacher and Leader Surveys](#) for 2022-2023
 - F. [Pilot Schools + Lesson Observations](#) for 2024-2025
 - G. [Focus Groups](#) for 2024-2025
 - H. [Teacher and Leader Surveys](#) for 2024-2025
 - I. [Student Outcome Data](#) 2024-2025
 - J. [EdReports Information](#) January 2025
 - K. [Cost of Programs](#) 2025
- III. [Summary of Strengths + Needed Improvements](#)
- IV. [Resource Links](#)

I. Purpose

This report outlines the findings of the OUSD Foundational Skills Curriculum Review and Pilot of *From Phonics to Reading* and *EL Education Skills Block* conducted over August 2022 through December 2022 as well as the Pilot of *UFLI* and *95 Percent* conducted over August 2024-January 2025. The goal of the report is to support further discussion and debate in the Foundational Skills Steering Committee as it decides on its recommendation to Senior Leadership during the Spring of 2025. The report does not represent the final recommendation of the Foundational Skills Steering Committee.

II. Findings

In this section is a description of different data gathering activities and the comprehensive results.

A. Level 1 Analysis

Level 1 Analysis was conducted to “narrow the field” and select curricula to review in depth. The initial analysis included reviewing materials in the following categories:

- ***Curriculum from the adopted CA list*** (*Wonders* from McGraw Hill, *Journeys* from Houghton Mifflin)
- ***Curriculum in use by OUSD sites under a waiver or related to products we were using*** (In use: *Wit and Wisdom*, *EL Education*, *Benchmark Adelante/Advanced*. Related to our assessment system: *F&P Classroom*)

- **Curriculum specifically requested by City of Oakland community members** (*Bookworms*, *Core Knowledge Language Arts* (CKLA) from Amplify)

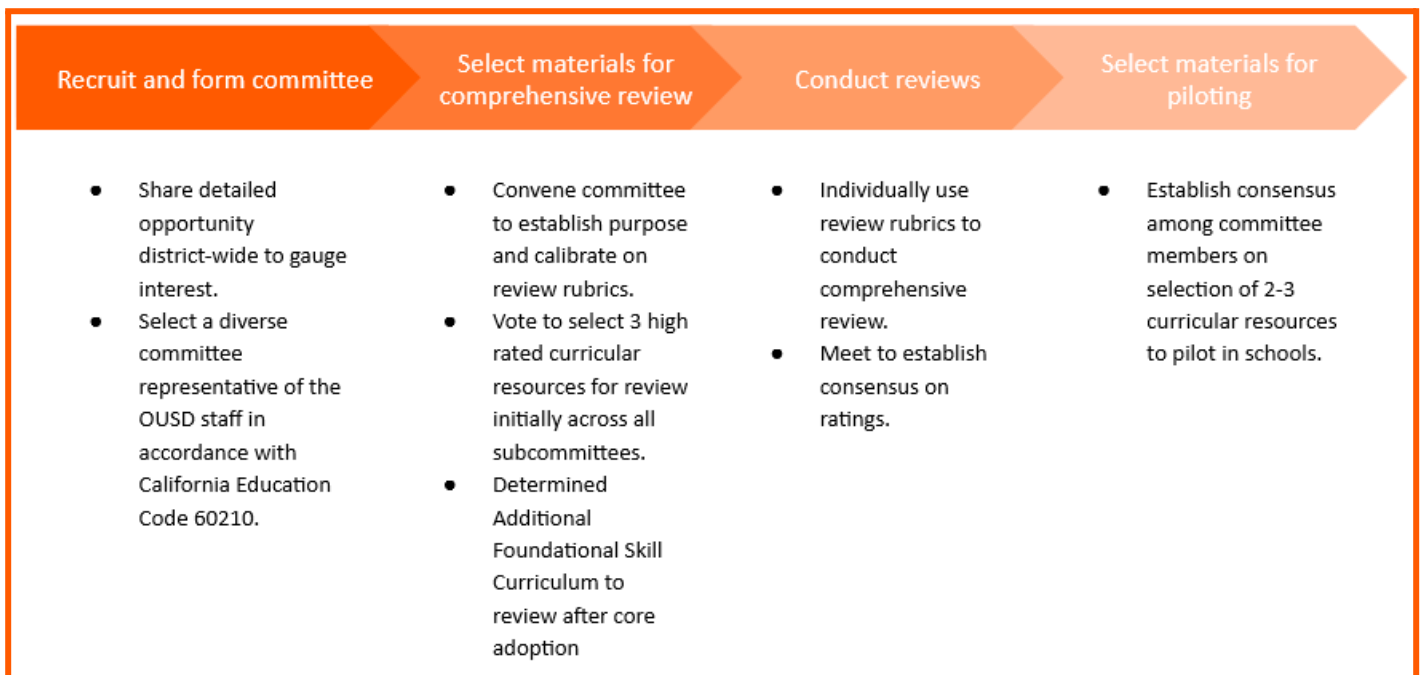
Each committee member reviewed the resources using the [Ed Reports](#) ratings and the [Level 1 Program Analysis: Narrowing the Field](#) rubric based on program criteria from Chapter 12 of the California ELA/ELD Framework. Based on their work evaluating programs, members indicated which programs were their first, second and 3rd choices. We used the results to create a weighted ranking of the programs. First choice ratings from committee members counted as “1”, second choice rankings counted as “.66” and third choice rankings counted as “.33.” [The ratings with their respective weightings were then averaged for a total score.](#)

After the committee decided not to advance a decision for Foundational Skills curriculum adoption in the Spring of 2021, the Foundational Skills subcommittee used EdReports to review additional Foundational Skills programs that “partially met” or “met” expectations. When the 2022 pilot resulted in no recommendation for adoption, the committee voted on which additional foundational skill curriculum to pilot. - At that time not all curriculum had received a rating from EdReports.

B. Level 2 Material Review

Level 2 Material Reviews were conducted to decide on the curricular materials that would be piloted and considered for selection. The rubric for level 2 reviews can be accessed [here](#).

Process:



Committee Members: The committee is composed of teachers, site leaders, and district staff members. Below is the list of current and past members of the review committee. Michael Ray,

Curriculum Coordinator at the time, who led the whole ELA Adoption process over the 2020-2021 school year, also continued to support the Foundational Skills Subcommittee work over 2021-2022.

- | | | |
|---|--|---|
| <input type="checkbox"/> Rebecca Anderson, Academics and Innovation Instruction | <input type="checkbox"/> Ellen Harms, Montclair Elementary School | <input type="checkbox"/> Lieba Schneiderman, Academics and Innovation Instruction |
| <input type="checkbox"/> Tamara Arroyo, Cleveland Elementary School | <input type="checkbox"/> Katrina Jones, Burckhalter Elementary School | <input type="checkbox"/> Linda Selph, Markham Elementary School |
| <input type="checkbox"/> Dolores Beleche, Global Family Elementary School | <input type="checkbox"/> Lisa Lam, Franklin Elementary School | <input type="checkbox"/> Romy Trigg Smith, Academics and Innovation Instruction |
| <input type="checkbox"/> Denise Burroghs, Carl Munck Elementary School | <input type="checkbox"/> Noreen Magaloni, Markham Elementary School | <input type="checkbox"/> Steven Valadez, Fruitvale Elementary School |
| <input type="checkbox"/> Patti Cho, Martin Luther King, Jr. Elementary School | <input type="checkbox"/> Patience Nwadugbo, Laurel Elementary School | <input type="checkbox"/> Maryann Vastag, EnCompass Academy |
| <input type="checkbox"/> Erin Cogan, Academics and Innovation Instruction | <input type="checkbox"/> Sandra Prades-Bertran, Academics and Innovation Instruction | <input type="checkbox"/> Linda Velasquez, Fruitvale Elementary School |
| <input type="checkbox"/> Alli Guifoil, Special Education | <input type="checkbox"/> Andrea Ruiz, Korematsu Discovery Academy | <input type="checkbox"/> Michele Witherspoon, Garfield Elementary School |
| <input type="checkbox"/> Kelly Haider, Piedmont Avenue Elementary School | <input type="checkbox"/> Soraya Sajous, Prescott Elementary School | <input type="checkbox"/> Joon Yeider, Chabot Elementary School |
| <input type="checkbox"/> Frances Hammond, Howard Elementary School | <input type="checkbox"/> Jennifer DeMara, Academics and Innovation Instruction | <input type="checkbox"/> Natalya Gibbs, Reach Elementary School |
| <input type="checkbox"/> Andrew Birling, Hillcrest Elementary | <input type="checkbox"/> April Hawkins, Chabot Elementary | |
| <input type="checkbox"/> Emma Tadlock, Chabot Elementary | | |

Committee Details:

During the convenings to establish shared purpose as a Subcommittee, the participants reviewed materials from the CA ELD/ELA framework, International Dyslexia Association, and our Language and Literacy framework to ensure calibration and alignment around principles such as Structured Literacy, Science of Reading, and evidenced-based language and literacy instruction. The subcommittee discussed the materials to ensure all subcommittee members were clear on the principles underpinning the indicators and Look Fors.

Recommendation for Pilot 1.0 in 2022:

After the completion of the comprehensive Level 2 Materials Review, the pool for pilots was narrowed to *SIPPS Suite with Letter Naming*, *From Phonics to Reading*, *EL Education Skills Block 2.0*, and *Foundations*.

The committee voted on what to pilot from the narrowed list. Each committee member chose their ranked **top three** from this list of four. They took into consideration the information from the Level 1 Analysis, scores from the Level 2 Review, and additional context discussed in committee meetings.

The committee selected *From Phonics to Reading* and *EL Education Skills Block* to pilot in OUSD classrooms.

- *From Phonics to Reading* Rationale: This resource received the highest average score across both sets of look fors as a singular resource that was not currently in use in OUSD.
- *EL Education Skills Block 2.0* Rationale: This resource complements the previously adopted Tier 1 curriculum (EL Education) and covers standards that are not addressed in the K-2 modules. It received the second highest scores in the **Foundational Skills and Dyslexia Look Fors**.

Recommendation for Pilot 2.0 in 2024:

After discussing the potential foundational skills curriculum not yet reviewed, the pool for Level 2 reviews and piloting was narrowed to *UFLI*, *Heggerty: Bridge to Reading*, and *95 Percent*.

The committee voted on what to pilot from the narrowed list after doing a level 2 review for each curriculum. The committee selected *UFLI* and *95 Percent* to pilot in OUSD classrooms. At the time, none of the three curriculum reviewed had been scored by EdReports.

Below you can see the averages for each curricular resource for: (1) Foundational Skills and Dyslexia Look Fors, (2) Cross Cutting Look Fors, and (3) Overall Average Score.

Scale: 1 - Little or no evidence, 2 - Some evidence, 3 - Solid evidence, 4 - Exemplary evidence

	Foundational Skills and Dyslexia Look Fors	Cross Cutting Look Fors	Average
F&P Classroom	2.06	2.18	2.12
Bookworms	2.32	2.33	2.33
Benchmark Advance	2.53	2.56	2.55
EL Education Skills Block 1.0	2.54	2.57	2.56
SIPPS Suite	2.89	2.68	2.79
EL Education Skills Block 2.0*	2.95	2.74	2.85
Wonders	2.76	2.95	2.85
Amplify CKLA	2.78	2.94	2.86
Foundations + Geodes	2.91	2.86	2.88
From Phonics to Reading	2.99	2.93	2.96
SIPPS Suite w/ Letter Naming	3.14	3.03	3.09
UFLI	2.91	2.88	2.89
Heggerty: Bridge to Reading	2.62	2.58	2.6

95 Percent	2.5	2.45	2.47
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*EL Education released a revised version of the Skills Block resource with updates that addressed concerns from the older version including a decodable reader routine for small group instruction and a more streamlined organization of materials. EL Education also gave us permission to strike out three-cueing system language and reference in lessons in the 2.0 version.

As part of the analysis for determining which two curriculum to pilot, we looked at “High Impact Indicators” across all three reviewed curriculum:

	High Impact Standards			
	c. Materials, questions, and tasks directly teach foundational skills to build reading acquisition by providing systematic and explicit instruction in the alphabetic principle, letter-sound relationships, phonemic awareness, and phonological awareness (K-1), and phonics (K-2) that demonstrate a transparent and research-based progression for application both in and out of context.	j. Materials, questions, and tasks provide systematic and explicit instruction in and practice of word recognition and analysis skills in a research-based progression in connected text and tasks	k. Materials support ongoing and frequent assessment to determine student mastery and inform meaningful differentiation of foundational skills in a research-based progression in connected text and tasks.	g. How effective is the program in guiding teachers’ planning and instruction? Are the materials easy to access when planning?
UFLI	3.03	3.11	2.9	2.97
95% Phonics	3.04	2.83	2.19	2.96
Heggerty Bridge to Reading	2.00	2.25	2.5	2.95

C. Pilot Schools + Lesson Observations in 2022-2023

Pilots of the two selected curricula were conducted at **four** OUSD elementary schools. Schools applied to be a part of the pilot, criteria for selection can be found [in this memo](#) and here:

1. **Schools are Invited to Apply for a Fall Pilot in all K-2 classes**

Sites who are interested in having their K-2 teaching team formally pilot either the *From Phonics to Reading* or the *The EL Ed Skills Block* during fall of 2022 may apply to participate. In order for a site to participate:

- a. Principals should complete the [Foundational Skills Pilot Survey](#) and distribute it to all K-2 teachers to complete.
- b. Schools will be selected based on the following criteria:
 - i. 80% of K-2 teachers choose to pilot
 - ii. Strong implementation of SIPPS / Foundational Skills Block in 2021-22
- c. K-2 teachers must be willing to:
 - i. Attend training(s) on the program the site will be piloting.
 - ii. Agree to implement the foundational skills program with integrity.
 - iii. Agree to be observed by central office staff and/or teachers from the Foundational Skills Subcommittee.
 - iv. Agree to pre and post observation activities, which will be stipended at the \$38.50 rate.
 - v. Fill out a survey about the program and the pilot experience.
 - vi. Consider participating in a teacher focus group on the program as well as other activities, all stipend at the \$38.50 rate.
- d. The principal must agree to:
 - i. Support teacher participation in the above activities.
 - ii. Complete a site administrator survey about the program and the pilot experience.
 - iii. Participate in a principal focus group on the program.

Professional Development: Participating schools received the following training on the curricular resource selected for their school:

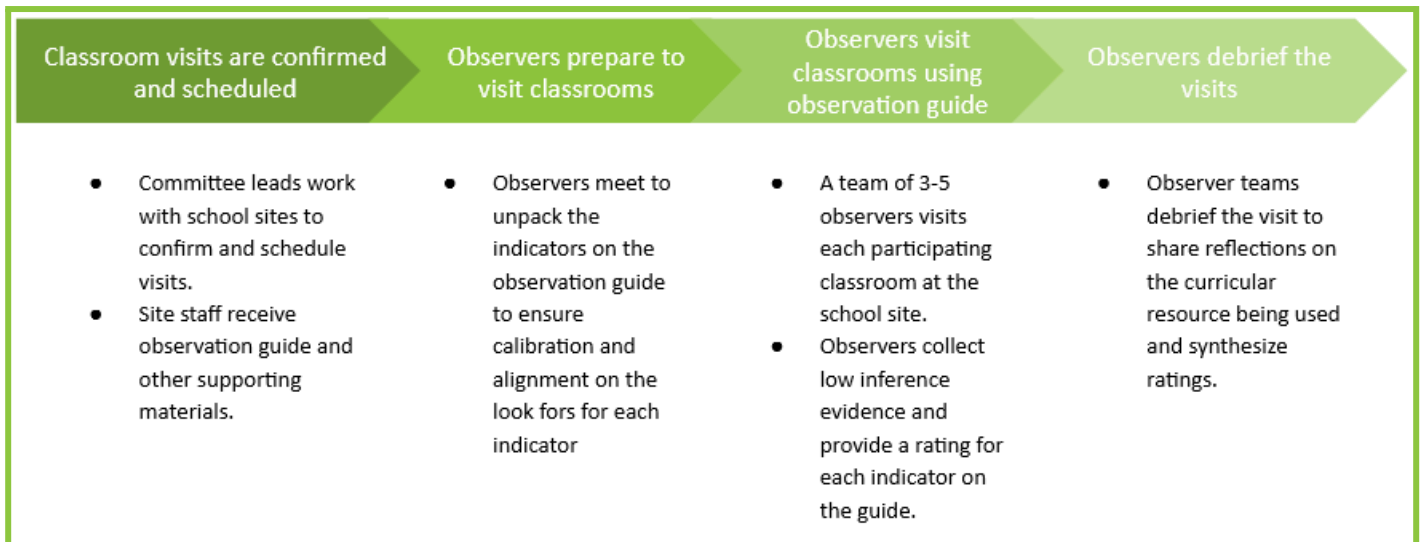
- Baseline PD to unpack resources and understand strategies (3 hours)
 - *EL Education Pilot sites received an additional Day-Long In-Person (1 Full Day, 6 hours)*
- In-person and on-site support from Curriculum Specialists including observation and question and answer sessions (1 full day, 6 hours)

This amount of training is representative of the amount of professional development hours that would be allotted to any adopted materials in SY 23-24 and the time that each publisher suggested teachers needed to be prepared for implementation. The Skills Block pilot schools received the additional supplemental support as a result of existing partnership with EL Education and because it was suggested as necessary for initial implementation.

Training materials can be found at the links below:

- [EL Education Skills Block Introductory Training Materials](#)
- From Phonics to Reading Introductory Training Materials

Lesson Observation Process:



Lesson observations were conducted by members of the Foundational Skills committee to assess the ways in which the materials create opportunities for teachers in providing high quality instruction and supportive student experiences. Committee members [calibrated on the observational tool](#) before conducting observations in order to have alignment around indicators before rating. Participating teachers were compensated for their time.

From Phonics to Reading Pilot + Observations:

	KDA	ACORN Woodland
Observation Team	Rebecca Anderson, Romy Trigg-Smith, Patti Cho, Trina Jones, Sandra Prades-Bertran	Romy Trigg-Smith, Jennifer DeMara, Rebecca Anderson, Linda Selph, Lisa Lam
Classrooms Observed	<i>Three</i> ; Two Kinder and Second Grade	<i>Three</i> ; Kinder, First, and Second Grade

EL Education Skills Block Pilot + Observations:

	Hillcrest	MLK
Observation Team	Rebecca Anderson, Romy Trigg-Smith, Patti Cho, Trina Jones, Sandra Prades-Bertran	Lieba Schneiderman, Romy Trigg-Smith, Rebecca Anderson, Patti Cho
Classrooms Observed	<i>Three</i> ; Kinder, First, and Second Grade	<i>Three</i> ; Kinder, Kinder/First, and First Grade

Observation Evidence Summary:

A total of 12 observations were conducted. The chart below displays the average evidence rating for each of the prioritized indicators across the observations conducted by the observation team. The overall rating is an average of the for each curricular resource. The priority indicators are explained in the [Classroom Observation Guide](#).

Scale: 1 - Little or no evidence, 2 - Some evidence, 3 - Solid evidence, 4 - Exemplary evidence

	From Phonics to Reading	EL Education Foundational Skills Block
Aligned Content	2.40	2.84
Coherent Instruction	1.97	2.55
Meaning Making	1.87	2.04
Breadth of Instruction/Pacing	2.00	2.25
Depth of Instruction	1.92	2.26
Consistent Routines	2.04	2.71
Engaging Routines	1.78	2.44
Aligned Student Materials	2.22	2.50
Decodable Text	1.47	1.89
Multiple Practice Opportunities	2.06	2.13
Active Participation	1.95	2.29
Data Collection	2.02	2.20
Differentiation (Resources)	1.60	2.08
Differentiation (Structures)	1.58	2.18
Overall	1.92	2.31

C. Pilot School Focus Groups for 2022-2023

All staff participating in the pilot observations were offered the opportunity to participate in focus groups to share their experience with the curricular resource. The purpose of the focus groups was to gain additional insight into implementation of the curricular resource and its quality.

Process:

- Time: 45 minutes
- Facilitator: Romy Trigg-Smith
- Notetaker: Rebecca Anderson
- Questions for Teachers:
 - Name the top three aspects you most appreciate about this curriculum. Describe why.
 - Name the top three aspects you found most challenging with this curriculum. Describe why.
 - How did students respond to the curriculum? How did it/or did it not support the mastery of foundational literacy skills? Where did you find strengths in the learning progression, and where did you find gaps? Please provide 1-2 specific examples.
 - Would you recommend adopting this curriculum? If not, please explain why. If yes, please state any suggestions to support in adoption/implementation.
 - If there anything else you would like to share?
- Questions for School Leaders:
 - What did you appreciate and find challenging about this curriculum?
 - What was your teacher's experience with the implementation? Please share the level of support you provided at a leadership level, with you and or your TSAs. Please share about how you supported this pilot (i.e. through school level PDs, coaching, PLCs?).
 - How did students respond to the curriculum? How did it/or did it not support the mastery of foundational literacy skills?
 - Would you recommend adopting this curriculum? If not, please explain why. If yes, please state any suggestions to support in adoption/implementation.
 - If there anything else you would like to share?

Synthesis:

From Phonics to Reading Focus Groups

Participants: Nine; 5 teachers and 4 administrators

Positive Aspects	<ul style="list-style-type: none">● Easy to plan lessons and implement● Consistent and predictable structure● Students enjoy the activities● Strong routines using movement and song● Connected texts in class and for home● Ample student practice opportunities with skills● Premade student activities and materials● Online tools and games are engaging
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Challenging Aspects	<ul style="list-style-type: none"> ● Pacing is too fast in some areas, too slow in others ● Progression of skills is confusing and does not always seem aligned to grade level expectations ● Instruction is not explicit enough ● Everything is done whole group ● Missing phonemic awareness - Heggerty is still required ● No differentiation for English Learners ● Lacks guidance for differentiation for students with gaps ● Lacks sufficient writing instruction and practice ● Requires extensive prep for interactive materials ● Students require support with tasks that are meant to be independent ● Materials lack diversity of representation ● Teacher manuals and online resources do not always match - changes are being made to the resource which makes it seem incomplete ● Assessments are designed for 1:1 ● Low frequency of progress monitoring ● Did not see significant growth in student performance
Recommendation	<p>7 out of 9 focus group participants DID NOT RECOMMEND</p> <ul style="list-style-type: none"> ● Too much supplementing is needed - differentiation, writing, phonemic awareness, etc. ● Not enough data-based evidence of student growth ● Overly reliant on compliance and workbook completion ● Misalignment in some grade levels to grade-level expectations ● Strong teachers demonstrated different challenges and so it is not clear that teachers of varying experience would be able to implement without significant support ● Unclear if the resource is complete with the differences between teacher editions in hard copy and online <p>2 out of 9 focus group participants RECOMMENDED WITH HESITATION</p> <ul style="list-style-type: none"> ● Need for adjustments alignment to grade-level expectations ● Need supplements for differentiation and phonemic awareness

EL Education Skills Block Focus Groups

Participants: Eleven; 9 teachers and 2 administrators

Positive Aspects	<ul style="list-style-type: none"> ● Easy to use slides that were flexible ● Easy access to lesson ● Effective engagement routines ● Good warm up activities ● Balance of independent and whole group work ● Small group support structures ● Students enjoy the small groups ● Phonemic play led to improved skills ● Students were excited about the texts
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	<ul style="list-style-type: none"> ● Daily writing practice ● Encoding instruction and spelling practice ● Incorporation of independent reading time ● Clearly aligned to grade level standards ● Links to the core curriculum (EL Education)
Challenging Aspects	<ul style="list-style-type: none"> ● Significant prep time - planning and preparing materials ● Lots of parts that are difficult to follow ● Too many manuals to navigate ● Lots of materials that cannot be reused ● Transitions are confusing ● Phonics skills were challenging ● Materials are not student friendly or accessible (small print, unclear pictures, missing content) ● Small group rotations require a lot of materials ● Small groups are not fully independent ● No models or exemplars ● Not enough student practice ● Not enough explicit instruction ● No spelling quizzes ● Lesson pacing is inconsistent ● Strong readers are not engaged ● Hard to manage centers ● Saw more growth with SIPPS ● Assessments are complex and take a lot of time
Recommendation	<p>10 out of 11 participants DID NOT RECOMMEND</p> <ul style="list-style-type: none"> ● No significant data to demonstrate student growth ● Requires a lot of training; would be particularly challenging for first year teachers ● Not enough focus on phonics, phonemic awareness and sight word work is weak ● Difficult to navigate materials; requires a lot of modifications without explicit guidance ● Not enough practice or repetition for younger students <p>1 out of 11 participants RECOMMENDED WITH HESITATION</p> <ul style="list-style-type: none"> ● “Something is better than nothing” and it is aligned to the tier 1 curriculum ● It would require careful revision and organization to make to accessible to teachers

D. Teacher and Leader Surveys 2022-2023

All staff that participated in the pilot were invited to complete a survey about their experience using the curricular materials. The purpose of the survey was to ensure that all users were provided the opportunity to share their experience and recommendation.

Process:

- Time: 30 minutes
- Response Window: 12/13-1/11
- Responses: 16 (4 Kinder, 4 First Grade, 3 Second Grade, 2 Combo, 3 Admin)
 - 5 with 11+ years experience
 - 2 with 7-10 years of experience
 - 5 with 4-6 years experience
 - 3 with 1-3 years experience
 - 1 chose not to respond
- Questions:
 - What would you consider the strengths of the curricular resource you piloted?
 - What would you consider the weaknesses or gaps of the curricular resource you piloted?
 - What would you recommend to another teacher who was interested in using the curricular resource you piloted?
 - How would you rate the ease of implementation of the curricular resource you piloted?
 - Would you recommend that OUSD adopt this curriculum for district-wide use?
 - Do you have any additional reflections you would like to share?
 - Please rate the curriculum you piloted on the following indicators:
 - Coherent Instruction
 - Breadth of Instruction
 - Routines
 - Multiple Practice Opportunities
 - Data Collection
 - Differentiation

Synthesis:

	From Phonics to Reading	EL Education Skills Block
Strengths	<ul style="list-style-type: none"> ● Research-aligned with Science of Reading ● Consistent routines ● Online platform ● Engaging and hands on ● Family notes in English and Spanish ● Incorporates elements of phonemic awareness, phonics, fluency, vocabulary, and comprehension ● Take-home decodable readers ● Workbooks ● Low prep and easy to implement 	<ul style="list-style-type: none"> ● Easy to access lessons and decks ● Connection between whole group and small group lessons ● Routines and structures ● Supportive lesson elements - use of poems, small group texts, letter stories, phonemic play, games and activities ● Flexibility of lessons ● Encoding instruction ● Aligned to ELA curriculum, opportunity to make connections
Weaknesses or Gaps	<ul style="list-style-type: none"> ● Lesson pacing expectations vs. reality; particularly with so much whole group instruction ● Lacks tier 2 support - works best for students who are on grade level ● Incomplete curriculum - requires supplements for phonemic awareness and writing ● Not rigorous enough, particularly in second grade ● Time consuming activities ● No follow up support for when students do not master skills ● Lack of alignment between manuals and online platform 	<ul style="list-style-type: none"> ● High amount of teacher prep ● Lacks explicit instruction or explicit guidance for students in independent rotations ● Moves slowly and is not engaging for strong readers ● Lessons are too long ● Too many manuals - hard to keep track of materials ● Number of rotations is a lot to manage for students and teacher ● Not enough repeated practice ● Decodable readers are low quality
Ease of Implementation (1 - very easy to 5 - very difficult)	2.33 (easy to moderate)	4 (difficult)
Recommendation for Adoption	4 out of 6 "Not, not at all" 2 out of 6 "Yes, with some reservations"	8 out of 10 "Not, not at all" 1 out of 10 "Yes, with some reservations" 1 of out 10 "Yes, definitely"

Scale: 1 - Little or no evidence, 2 - Some evidence, 3 - Solid evidence, 4 - Exemplary evidence

Indicator	From Phonics to Reading	EL Education Skills Block
Coherent Instruction: The materials support explicit, clear, and accurate foundational skills instruction.	2	2
Breadth of Instruction: The lessons include adequate opportunities for instruction in core components of foundational skills (phonological awareness, phonics skills/decoding, encoding, fluency).	2.67	2
Routines: The resources support the teacher returning to the same engaging routines periodically to build familiarity with students in a developmentally appropriate manner.	4.33	2.8
Multiple Practice Opportunities: Students engage in multiple opportunities to apply target skill in contexts outside of decodable reader and in a variety of application activities.	3.17	2.6
Data Collection: There are opportunities and systems to collect student data (formal and/or informal [e.g. checks for understanding]).	2.33	2.9
Differentiation: There are resources and directions to support teachers in adjusting instruction for student needs individually or in small groups.	1.33	2.6
Overall	2.64	2.48

III. Brief Summary of Strengths + Needed Improvements

	From Phonics to Reading	EL Education Skills Block
Strengths	<ul style="list-style-type: none"> • Low prep • Predictable structure and routines • Online platform • Student practice and engagement 	<ul style="list-style-type: none"> • Access to lessons and supporting decks • Balance of small and whole group instruction • Encoding and writing instruction • Alignment to EL Ed core curriculum • Time for independent reading
Needed Improvements	<ul style="list-style-type: none"> • Supplements for phonemic awareness, spelling, and writing • Guidance for differentiation • Guidance for explicit instruction • Increased alignment to grade level expectations to insure rigorous instruction • Revised pacing and sequencing • Balance of whole and small group instruction • Don't let workbook guide the instruction 	<ul style="list-style-type: none"> • Significant prep • Independent tasks are not always independent • Guidance for explicit instruction • Guidance for management of rotations • Decodable texts require review • More practice time for students • Streamlined manuals • More direct instruction of skills in Decodable Reader Routine

F. Pilot Schools + Lesson Observations in 2024-25

Pilots of the two selected curricula were conducted at **four** OUSD elementary schools. Schools applied to be a part of the pilot, criteria for selection can be found in [this memo](#) and here:

2. Schools are Invited to Apply for a Fall Pilot in all K-2 classes

Sites who are interested in having their K-2 teaching team formally pilot either the *UFLI Foundations* or the *The 95 Phonics Core Program* during the 24-25 school year may apply to participate. In order for a site to participate:

- Principals should complete the [Foundational Skills Pilot Survey](#) and distribute it to all K-2 teachers to complete.
- Schools will be selected based on the following criteria:
 - 80% of K-2 teachers choose to pilot
 - Strong implementation of SIPPS / Foundational Skills Block in 2023-24
- K-2 teachers must be willing to:
 - Attend training(s) on the program the site will be piloting.
 - Agree to implement the foundational skills program with **integrity** and implement DIBELS subtests
 - Agree to be observed by central office staff and/or teachers from the Foundational Skills Subcommittee.
 - Agree to pre and post observation activities, which will be stipended at the \$38.50 rate.
 - Fill out a survey about the program and the pilot experience.
 - Consider participating in a teacher focus group on the program as well as other activities, all stipend at the \$38.50 rate.
- The principal must agree to:
 - Attend training(s) on the program the site will be piloting

- ii. Support teacher participation in the above activities.
- iii. Complete a site administrator survey about the program and the pilot experience.
- iv. Participate in a principal focus group on the program.

Professional Development: Participating schools received the following training on the curricular resource selected for their school:

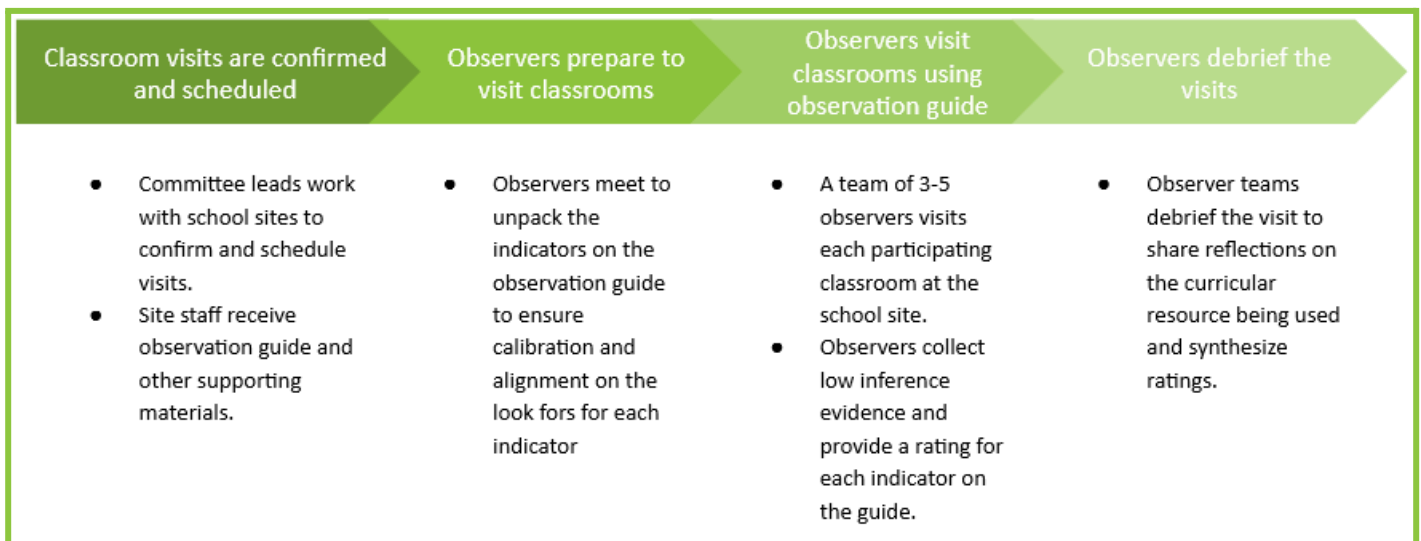
- Baseline PD to unpack resources and understand strategies prior to the school year (3 hours)
- In-person and on-site support from Curriculum Specialists including observation and question and answer sessions (2-3 full days)

This amount of training is representative of the amount of professional development hours that would be allotted to any adopted materials in SY 25-26 and the time that each publisher suggested teachers needed to be prepared for implementation.

Training materials:

- UFLI training materials
- 95 Percent training materials were provided by the trainers.

Lesson Observation Process:



Lesson observations were conducted by members of the Foundational Skills committee to assess the ways in which the materials create opportunities for teachers in providing high quality instruction and supportive student experiences. Committee members [calibrated on the observational tool](#) before conducting observations in order to have alignment around indicators before rating. Participating teachers were compensated for their time.

UFLI Pilot + Observations:

	Cleveland	ACORN Woodland
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Observation Team	Rebecca Anderson, Jamilah Sanchez, Andrew Birling, April Hawkins, Emma Tadlock Goldsmith, Katrina Jones, Sandra Prades-Bertran, & Tamara Arroyo	Rebecca Anderson, Jennifer DeMara, Natalya Gibbs, & Sandra Prades-Bertran
Classrooms Observed	Three: 1 Kindergarten, 1 1st Grade, & 1 2nd Grade	Three: 1 Kindergarten, 1 1st Grade, & 1 2nd Grade

95 Percent Pilot + Observations:

	OAK	Hoover
Observation 1 Team	Rebecca Anderson, Jennifer DeMara, Sandra Prades-Bertran, April Hawkins, & Joon Yeider	Rebecca Anderson, Jennifer DeMara, Sandra Prades-Bertran, & Andrew Birling
Observation 2 Team	Jennifer DeMara, Katrina Jones, Tamara Arroyo, & Emma Tadlock Goldsmith	
Classrooms Observed	<i>Three (2times);</i> Kinder, First, and Second Grade	<i>Three;</i> Kinder, First, and Second Grade

Observation Evidence Summary:

A total of 12 observations were conducted. The chart below displays the average evidence rating for each of the prioritized indicators across the observations conducted by the observation team. The overall rating is an average of the for each curricular resource. The priority indicators are explained in the [Classroom Observation Guide](#).

Scale: 1 - Little or no evidence, 2 - Some evidence, 3 - Solid evidence, 4 - Exemplary evidence

	UFLI	95 Percent
Aligned Content	3	2.5
Coherent Instruction	3	2.8
Meaning Making	2.575	2
Breadth of Instruction/Pacing	3	2.38
Depth of Instruction	3	2.5
Consistent Routines	3	3
Engaging Routines	3	2.611
Aligned Student Materials	3	3

Decodable Text	2.425	2.357
Multiple Practice Opportunities	3.0125	2.66
Active Participation	2.5	2.44
Data Collection	3	2
Differentiation (Resources)	1.61	1
Differentiation (Structures)	1.625	1
Overall	2.70	2.30

E. G. Pilot School Focus Groups for 2024-25

All staff participating in the pilot observations were offered the opportunity to participate in focus groups to share their experience with the curricular resource. The purpose of the focus groups was to gain additional insight into implementation of the curricular resource and its quality.

Process:

- Time: 45 minutes
- Facilitator: Rebecca
- Notetaker: Jennifer DeMara
- Questions for Teachers:
 - Name the top three aspects you most appreciate about this curriculum. Describe why.
 - Name the top three aspects you found most challenging with this curriculum. Describe why.
 - How did students respond to the curriculum? How did it/or did it not support the mastery of foundational literacy skills? Where did you find strengths in the learning progression, and where did you find gaps? Please provide 1-2 specific examples.
 - Would you recommend adopting this curriculum? If not, please explain why. If yes, please state any suggestions to support in adoption/implementation.
 - If there anything else you would like to share?
- Questions for School Leaders:
 - What did you appreciate and find challenging about this curriculum?
 - What was your teacher's experience with the implementation? Please share the level of support you provided at a leadership level, with you and or your TSAs. Please share about how you supported this pilot (i.e. through school level PDs, coaching, PLCs?).
 - How did students respond to the curriculum? How did it/or did it not support the mastery of foundational literacy skills?
 - Would you recommend adopting this curriculum? If not, please explain why. If yes, please state any suggestions to support in adoption/implementation.
 - If there anything else you would like to share?

Synthesis:

UFLI Focus Groups

Participants: Four; 3 teachers and 3 administrators

Positive Aspects	<ul style="list-style-type: none">● Consistent and predictable structure● How explicit program is. The phrasing, prepped slides, scope & sequence, & built in review days.● All that above, plus routines same day 1 & 2 every day, consistent way, students doing well with routines, and grasping more better● Slides helpful, new concept written out clearly. Especially since i wasn't taught this way, i thought would be hard to teach, but its very clear and easy to teach
Challenging Aspects	<ul style="list-style-type: none">○ Timing is really hard. I never make it to writing portion. Especially with still using Heggerty.○ A lot of switching whole group with that many materials. Don't usually do writing in block, because it's too short.○ Tile boards & white board hard to use because tiles on back○ I use a timer to help to make sure that I get to teach each section. Manual isn't very clear on how long each section should be.○ Routines are systematic, but have to read the front of manual to understand each routine (the beginning section is like 40 pages)○ Struggle to get to the end of it, and I don't get to decodables○ Tile boards because management was lost at the very beginning. Felt might be better, magnets were weak○ Routine is great, but they do get bored occasionally.
Recommendation	<p>4 out of 4 focus group participants RECOMMENDED</p> <ul style="list-style-type: none">● I really appreciate that it is based on the science of reading. And love that we are teaching kids to read. I would like it as a small group more than whole group. But now that more familiar i would use it again whole group.● Our reading tutor has a differentiated option.● Yes, i personally think it more explicit & systematic than sippis. And more age/grade appropriate.● I think share the things we have learned this year. Our tips and tricks.● I like it and it's a very easy thing to pick and just go with it.

95 Percent Focus Groups

Participants: Eleven; 9 teachers and 4 administrators

Positive Aspects	<ul style="list-style-type: none">● Easy to prep, consistent and easy to use TE● Student like program and engaged● Routines are consistent and familiar● Parent letters are great to send home● Pace is quick● Workbook, materials are good and easy to follow● Weekly spelling test linked with the parent letter
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	<ul style="list-style-type: none"> ● Accessible for students ● Picture icon to locate place on page ● Handwriting & PA is included so no need to substitute with other curriculum ● Slides are good and easy to use ● Includes all the domains in daily lessons ● I know what to expect because of the routines ● Letter name, keyword, & sound: students really enjoy and remember it easier ● Letter formation ● Workbook aligned to lesson and slides ● Letter cards with visuals ● Students are learning caps & lower case sooner in the year ● Blending is starting sooner ● The routine that helps students stretch the word is really good.
Challenging Aspects	<ul style="list-style-type: none"> ● Fluency passages are not very good <ul style="list-style-type: none"> ○ Comprehension falls because the passages are not great ● Describing syllable patterns and things are very wordy ● Long vowels take a long time to start in 1st grade ● Passages difficult for students to understand and ask questions about ● Difficult to get through the lesson in ½ hour ● Vowel teams are not very strong, ● Very difficult for 2nd graders to jump in without the previous knowledge or experience ● Gaps in blending & HFW progression. The forming of words and sentences ● Not enough of repetitions within the lesson for retention ● Student workbook doesn't match the lesson, slides, and pages in workbook ● No homework or intervention ● No download of workbook pages ● Takes 45 minutes to do full lesson ● Prefer more texts with decodable words ● Passages are long and weird. Uses language that we don't use ● High frequency word instruction is poor focuses more on exposure, but only practice maybe 1 or 2 times ● Blending of sounds: students are struggling because I don't feel my students are getting enough practice in between and within the lesson ● Letter presentation: letters introduced slowly, the order in which upper case and lower case or intertwined are confusing
Recommendation	<p>7 out of 9 Teachers UNSURE WHETHER TO RECOMMEND</p> <ul style="list-style-type: none"> ● I want what's best for kids. If adopted I will teach it. But I don't think it's best for our kids

	<ul style="list-style-type: none"> ● I would feel okay, but if other is better. Then I would prefer that. Hard to say as of now. Maybe ● I don't know because I don't know UFLI I don't know. If something better than no. if pieces that are lacking are better than no ● Not sure. But not feeling confident with where my students are performing <p>2 out of 9 Teachers RECOMMENDED ADOPTING</p> <ul style="list-style-type: none"> ● Yes. productive part of my day ● Overall I like it and it's helpful and not daunting. I kinda look forward to it.
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H. Teacher and Leader Surveys 2024-25

All staff that participated in the pilot were invited to complete a survey about their experience using the curricular materials. The purpose of the survey was to ensure that all users were provided the opportunity to share their experience and recommendation.

Process:

- Time: 30 minutes
- Response Window: January 2025
- Responses: 16 (4 Kinder, 4 First Grade, 3 Second Grade, 2 Combo, 4 Admin/Coach)
 - 6 with 11+ years experience
 - 2 with 7-10 years of experience
 - 3 with 4-6 years experience
 - 4 with 1-3 years experience
- Questions:
 - What would you consider the strengths of the curricular resource you piloted?
 - What would you consider the weaknesses or gaps of the curricular resource you piloted?
 - What would you recommend to another teacher who was interested in using the curricular resource you piloted?
 - How would you rate the ease of implementation of the curricular resource you piloted?
 - Would you recommend that OUSD adopt this curriculum for district-wide use?
 - Do you have any additional reflections you would like to share?
 - Please rate the curriculum you piloted on the following indicators:
 - Coherent Instruction
 - Breadth of Instruction
 - Routines
 - Multiple Practice Opportunities
 - Data Collection
 - Differentiation

Synthesis:

	UFLI	95 Percent
Strengths	<ul style="list-style-type: none"> ● Clear instructions for new concepts ● Ease of use ● Rigorous ● Can be implemented both whole class and small group ● Good decodables ● Explicit direction on mouth placement when forming sounds ● Teaches children explicit rules for making sense of spelling patterns and decoding ● Heavy on encoding practice ● Built-in interleaved practice ● The slides are awesome 	<ul style="list-style-type: none"> ● Teachers guide is easy to follow ● Alignment to grade-level standards ● Low Prep time ● Vertical alignment ● Visual and kinesthetic approach to phonics ● Consistent routines and activities ● Students' enjoy the instructional block ● Writing incorporated ● Great sound/spelling mapping practice ● Useful slides
Weaknesses or Gaps	<ul style="list-style-type: none"> ● Not easy to just jump into, a fair amount of teacher work/prep to get up and running ● Pacing is rough, sometimes it's confusing when the lesson doesn't follow the usual script ● You have to flip back to the front of the book if you have questions about each routine. 	<ul style="list-style-type: none"> ● Unable to complete lesson in allotted time (wordy) ● HFW program is poor, too many words instructed on at once ● No downloadable homework ● No printable decodable stories or decodable word list ● Not enough lessons to get through school year ● No digraph instruction in kinder ● Desire for more phonemic awareness and stronger writing
Ease of Implementation (1 - very easy to 5 - very difficult)	2 (easy to moderate)	3.1 (moderate)
Recommendation for Adoption	3 out of 5 "Yes, definitely" 2 out of 5 "Yes, with some reservations"	2 out of 10 "Yes, definitely" 7 out of 10 "Yes, with some reservations" 1 of out 10 "Not at All "
Recommendation	100% of UFLI respondents (5) feel that	50% of 95 Percent respondents (5) feel

for Pilot	OUSD should roll out K-2	that we should roll out K-2 all at once, the other 50% state we should start only in Kinder
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Scale: 1 - Strongly Disagree to 5 - Strongly Agree

Indicator	UFLI	95 Percent
Coherent Instruction: The materials support explicit, clear, and accurate foundational skills instruction.	4.4	3.8
Breadth of Instruction: The lessons include adequate opportunities for instruction in core components of foundational skills (phonological awareness, phonics skills/decoding, encoding, fluency).	4.6	3.7
Routines: The resources support the teacher returning to the same engaging routines periodically to build familiarity with students in a developmentally appropriate manner.	4.2	4.3
Multiple Practice Opportunities: Students engage in multiple opportunities to apply target skill in contexts outside of decodable reader and in a variety of application activities.	4.4	2.9
Data Collection: There are opportunities and systems to collect student data (formal and/or informal [e.g. checks for understanding]).	4	3.3
Differentiation: There are resources and directions to support teachers in adjusting instruction for student needs individually or in small groups.	3.8	2
Overall	4.23	3.3


I. Student Outcome Data

One of the pieces of feedback our committee provided upon completion of the 2022 pilot process was that we needed to include an analysis of student outcome data the next time we piloted. So we asked all four

pilot sites to complete the Composite DIBELS metric on their K-2 students in the BOY and MOY. [Here is the data from those administrations](#) as well as comparison data looking at this year versus last year pre-pilot.

J. EdReport Information from January 2025

As mentioned, none of the three curriculum we reviewed in the Spring of 2024 had been rated by EdReports. However, in January 2025, EdReports finally published their review of 95 Percent and found that they partially meet expectations:



Home > Explore Reports > ELA > 95 Phonics Core Program (2020)

2020
95 Phonics Core Program

PUBLISHER
95 Percent Group

SUBJECT
ELA

GRADES
K-2

REPORT RELEASE
01/23/2025

REVIEW TOOL VERSION
v2.0

FORMAT

Supplemental: Foundational Skills Only

ALIGNMENT (GATEWAY 1) ⓘ

Partially Meets

USABILITY (GATEWAY 2) ⓘ

Not Eligible

KEY AREAS OF INTEREST

Foundational Skills ⓘ

146/198

Building Knowledge ⓘ

NC

The 95 Phonics Core materials partially meet expectations for alignment to research-based foundational skills instruction. They provide systematic instruction in phonemic awareness, phonics, and word analysis through explicit teaching, clear lesson sequences, and decodable texts. Strengths include well-sequenced phonics instruction, regular practice opportunities, and support for syllabication and morpheme analysis. However, the program partially meets expectations in areas such as comprehensive assessments, corrective feedback, high-frequency word instruction, fluency development, and progress monitoring.

K. Cost of Curriculum

UFLI materials: The cost of 6 classes (small school with 2 classes per grade-level) is approximately \$1700 for materials.

95 Percent materials: The cost of 6 classes (small school with 2 classes per grade-level) is approximately \$10,170 for materials.

IV. Brief Summary of Strengths + Needed Improvements for UFLI and 95 Percent

	UFLI	95 Percent
Strengths	<ul style="list-style-type: none">• Clear instructions for new concepts• Predictable structure and routines	<ul style="list-style-type: none">• Low prep• Teacher guide easy to use

25

	<ul style="list-style-type: none"> ● Strong encoding practice ● Good decodables ● Interleaving practice to return to concepts for mastery ● Stronger outcome data on DIBELS ● Low Cost 	<ul style="list-style-type: none"> ● Aligned to grade-level standards ● Strong vertical alignment ● Strong visual and kinesthetic scaffolds ● Consistent structure and routines ● Publisher support for PL and ongoing coaching
Needed Improvements	<ul style="list-style-type: none"> ● Not easy to just jump into, a fair amount of teacher work/prep to get up and running ● Pacing is rough, sometimes it's confusing when the lesson doesn't follow the usual script ● You have to flip back to the front of the book if you have questions about each routine or corrective feedback ● No Publisher support for PL or ongoing coaching ● Not rated by Ed Reports yet 	<ul style="list-style-type: none"> ● Unable to complete lesson in allotted time (wordy) ● HFW program is poor, too many words instructed on at once ● No printable decodable stories or decodable word list ● Not enough lessons to get through school year ● No digraph instruction in kinder ● Desire more phonemic awareness and stronger writing ● Expensive ● Rated as "Partially Meeting" by EdReports

V. Resource Links

[Level 2 Rubric](#)

[Level 2 Review Results](#)

[Classroom Observation Guide](#)

[Teacher Pre-Observation Form](#)

[Pilot Observation Findings](#)

[Survey Responses](#)