



Center for Evaluation Services (CES)

Brief Summary of the Five-Year Evaluation of Project MORE (Mentoring in Ohio for Reading Excellence)

Over the past 5-year period, the Independent Evaluation of Project MORE by BGSU's Center for Evaluation Services (CES) has consistently revealed that students with specific learning disabilities and cognitive disabilities and students in Title 1 Reading who were served by the project made important reading gains. Two aspects of the reading gains made by Project MORE's students stand out: 1) For the average MORE student, the reading gains represent month-for-month increases in achievement, an impressive result for students with disabilities, and 2) In nearly 40% of the comparisons between MORE students and similar students with reading disabilities, Project MORE students outperformed comparison students to a statistically significant degree.

CES was contracted by Project MORE to conduct an independent evaluation, which included administering all student achievement tests, as well as analyzing and interpreting all data collected. One of CES's co-directors, Dr. Rich Wilson, and grant specialist Dr. Stacey Rychener coordinated the evaluation services. Dr. Wilson has served as principle investigator on over \$6 million in federal and state grant-funded projects, that include a wide range of personnel preparation, demonstration, evaluation, and pilot projects. He also was the Director of the School of Intervention Services at BGSU for 13 years. CES has been lead and local State of Ohio evaluators for: Ohio Integrated System Model, Comprehensive School Reform, Entry-Year Teacher, and Alternative Service Delivery Option Model.

In alignment with *No Child Left Behind*, the following Project MORE components have been validated by empirical research:

- Comprehensive design focusing on oral language skills, phonemic sound-symbol relationship, structural analysis, morphemic awareness, vocabulary building, and reading fluency
- Development of knowledge and skills to build on previous knowledge

- Diagnostic assessment to determine the needs of individual students
- Prescriptive remediation to provide appropriate instruction and instructional materials
- Strong professional management and oversight of one-to-one instruction by a trained certified teacher
- Time on task
- Structured academic mentoring

Each year of the evaluation, CES conducted a Causal Comparative study with both standardized and informal reading assessments. Project MORE students with disabilities and students receiving Title 1 services were compared to similar students based on the State of Ohio's Similar District Software. Both the Project MORE students and the control students were receiving either Title 1 or special education prescribed services. However, Project MORE students received HOSTS or Reading-tutors as or in addition to their prescribed Title 1 or special education services. Project MORE students outperformed the control students in many comparisons on both informal and standardized reading assessments. Approximately, 40% of these comparisons were statistically significant at the .05 confidence level. In addition, over the course of five years, CES found no analyses in which the control group students outperformed Project MORE students at a statistically significant level. Thus, all comparisons that reached statistical significance favored Project MORE students. The Project MORE evaluation findings were especially impressive because the results have been consistent over five-years, the pre-post testing period was only six months each year, and they occurred in a student population that all too often experiences educational failure.