



Center for Evaluation Services (CES)

Brief Evaluation Summary of 2004-2005 Project MORE (Mentoring in Ohio for Reading Excellence)

2004-2005 Project MORE Reading Interventions

Project MORE schools utilized either Reading-tutors or HOSTS (Helping One Student To Succeed) as their one-on-one structured reading mentoring intervention. Both reading intervention programs utilize volunteers to provide supplemental reading mentoring to students with disabilities, students receiving Title I services, and students who are at risk for reading. This is the fifth year of the CES evaluation of the Project.

Project MORE was developed in response to the 1999 Ohio Reads Initiative. Ohio Reads was created to improve literacy for all students using volunteers. State legislators wanted to ensure that students with disabilities would have access to reading mentoring services, hence Project MORE was established. The primary goal of this Project, in the spirit of No Child Left Behind (NCLB), was to demonstrate that students with disabilities could improve their reading skills specifically using structured reading mentoring programs. This Project originated in north west and west central Ohio as a collaborative effort between the Ohio Coalition for the Education of Children with Disabilities (OCECD) and Putnam County, Northwest Ohio, Erie-Huron-Ottawa and Wood County Educational Service Centers (ESC). Project MORE has been made possible through Ohio legislative funding since 1999.

2004-2005 Performance-Based Data

- 44 schools participated in Project MORE
- Over 1386 students with disabilities, Title I, and at-risk students were served
- 586 students had IEPs, 458 were Title 1 students
- Over 1500 volunteer reading mentors were recruited and trained to deliver the 1:1 intervention
- Mentors provided over 36, 626 hours of reading mentoring to Project MORE students
- On average, students received the Project MORE intervention 30 minutes 3 days a week
- On average, it costs approximately \$1-2/mentor hour for established/mature programs, and \$4-5/mentor hour for start up programs.

2004-2005 Outcome-Based Data

Oral Reading Fluency on the DIBELS for Project MORE students

- Students with specific learning disabilities (SLD) went from 32 words-per-minute (wpm) read correctly to 45 wpm over a 6-month period of time*
- Students with cognitive disabilities (CD) went from 15 wpm to 30 wpm over a 6-month period of time*
- Title 1 students went from 49 wpm to 71 wpm over a 6-month period of time*

**All results were statistically significant and exceeded expected reading gain outcomes*

2004-2005 Causal Comparative Design Data

There was an overall trend that students who received the Project MORE intervention gained more than the comparison students on both standardized (Woodcock-Johnson Reading Achievement) and informal reading assessment (DIBELS) measures. For the following areas, Project MORE students made greater gains than the comparison students at a statistically significant level of .05:

- 2nd Grade students with SLD: DIBELS Oral Reading Fluency and Woodcock-Johnson Letter-Word Identification
- 2nd Grade students with CD: DIBELS Oral Reading Fluency and Woodcock-Johnson Reading Fluency and Passage Comprehension
- 2nd Grade Title 1 students: DIBEL Oral Reading Fluency and Woodcock-Johnson Broad and Basic Reading, Letter-Word Identification and Reading Fluency
- 3rd Grade students with SLD: Basic Reading and Word Attack
- 3rd Grade Title 1 students: Woodcock-Johnson Letter-Word Identification

Executive Summary

Taken together, the above results indicate that:

- On average, Project MORE students made statistically significant reading gains that exceeded expectations for students with disabilities and students receiving Title I services.
- Selected groups of students (e.g., second grade students with SLD, CD, and Title1) of Project MORE students outperformed similar groups of comparison students at statistically significant levels on several reading achievement measures.
- Project MORE is Effective, Affordable, Replicable, and Sustainable.