

Project MORE


Mentoring in Ohio for Reading Excellence

School Year 2011/12

Project MORE: Mentoring in Ohio for Reading Excellence

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"Our support for this project is an example of our belief that without fundamental reading skills, it is nearly impossible for students with disabilities to improve in subjects across the curriculum. By definition, 80 percent of students receiving special education services have reading problems."

Margaret Burley
Executive Director of OCECD

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Project MORE Origin

Why reading mentoring for children with disabilities?

- Offshoot of Ohio Reads
- Initiated by General Assembly 1999

Collaborative Partnership

- Ohio Coalition for the Education of Children with Disabilities since 1999
- ODE/Office for Exceptional Children & State Support Teams since 8/2010

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Project MORE Fact Sheet

- Project MORE served 2755+ students with disabilities and students at risk for reading failure in 235 schools during 2010/11
- Currently partner with 250+ schools across Ohio
- 4050+ mentors volunteered their time logging 93,380+ reading mentoring sessions (2010/11)
- Project MORE's reading mentoring programs were created to be Effective, Affordable, Replicable and Sustainable (EARS) to local school districts with minimal funds required
- Bluffton University (student enrollment <1200) served over 200 thirty minute mentor slots per week for Project MORE Students. Bluffton is one of 17 universities that partners with Project MORE schools.

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Top Ten Reasons for Choosing Project MORE

1. At last, children with disabilities learn to read
2. Project MORE is scientifically based reading research
3. Encourages high expectations for all students
4. Provides 1:1 volunteer instruction at individual student's reading level in grades K-4
5. Offers 30 minute sessions four times per week for 128 sessions during school hours
6. Significantly improves reading levels of diverse elementary learners
7. Reinforces home/school connection
8. Requires minimal local school funds: cost effective
9. Strengthens community awareness and relations
10. Works for individual classroom or building-wide

Project MORE has EARS: Effective, Affordable, Replicable, Sustainable

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Student Eligibility

A Minimum of Eight Students with Disabilities Who Have An IEP Reading Goal

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Project MORE Agreement 2011/12

- Serve a minimum of 8 children with disabilities using Reading-tutors materials. Other children who are struggling readers may be included once eight children with disabilities are served.
- Plan to mentor children with disabilities: 1:1, **30-minute sessions, four times/week during the school day for the remainder of the school year.**
- Participate in two Project MORE professional development trainings.
- Pre/post test all students at their reading level.
- Complete and return the Demographic Data Form at the end of the school year.
- Purchase a Reading-tutors license (\$60 for 16-36 students).

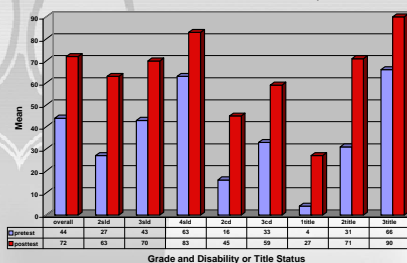
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Success at Leipsic

- 100% Passage 3rd Grade Reading Achievement
- 142 Mentors - 3,548 Hours
- Title 1 Reading Specialist - 90 Students (40+ Children with Disabilities)
- 100% of 4th & 6th Grade Students with Disabilities Passed Reading Proficiency
- "Academic Watch" to "Excellent" in Two Years

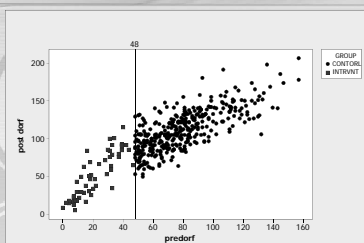
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Project MORE BGSU Reading Fluency Gains over 6-month period



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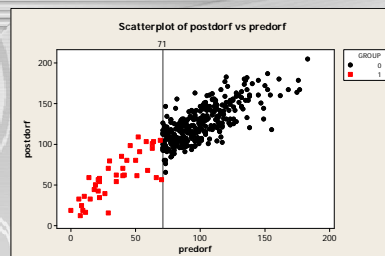
2nd Grade Regression Discontinuity Results and Summary



2nd grade results: Fall-to-spring reading gains on DIBELS Oral Reading Fluency for Project MORE students (with disabilities and at-risk) were compared to their classmates (without disabilities) to measure reading growth rate due to the Project MORE intervention at 10 schools. The results indicated that the DIBELS posttest scores increased at a statistically significantly higher rate for Project MORE students (with disabilities and at-risk) than for their classmates without disabilities ($T = 7.55$ $p < .00$).

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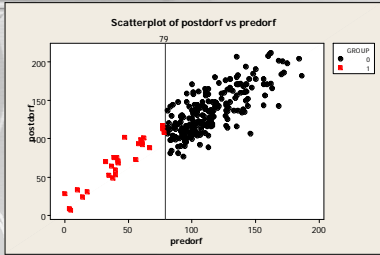
3rd Grade Regression Discontinuity Results and Summary



3rd grade results: Fall-to-spring reading gains on DIBELS Oral Reading Fluency for Project MORE students (with disabilities and at-risk) were compared to their classmates (without disabilities) to measure reading growth rate due to the Project MORE intervention at 9 schools. The results indicated that the DIBELS posttest scores increased at a statistically significantly higher rate for Project MORE students (with disabilities and at-risk) than for their classmates without disabilities ($T = 4.20$ $p < .00$).

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4th Grade Regression Discontinuity Results and Summary



4th grade results: Fall-to-spring reading gains on DIBELS Oral Reading Fluency for Project MORE students (with disabilities and at-risk) were compared to their classmates (without disabilities) to measure reading growth rate due to the Project MORE intervention at 6 schools. The results indicated that the DIBELS posttest scores increased at a statistically significantly higher rate for Project MORE students (with disabilities and at-risk) than for their classmates without disabilities ($T = 2.25$ $p < .03$).

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"Over the past eight years, evaluation results have shown that students with specific learning disabilities (SLD) have made month for month reading gains for each month of structured reading intervention."

*Dr. Rich Wilson
Co-Director BGSU/Center for Evaluation Services*

"The program is a lot of work, but it is the best investment I have ever made for my students. The gains my students with disabilities have made with one-on-one tutoring have been amazing! I know my high school students will be better parents because of their mentoring experience."

*Lori Fischer
Intervention Specialist
Kalida Elementary*

Project MORE: Mentoring in Ohio for Reading Excellence

**For MORE Information
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