Each reading program will be scored using a rubric. A response must meet **all** the criteria in each scored area to be included on the K-3 MOWR vetted reading program list. Peer Review will be noted but does not disqualify overall approval.

Study: [IMSE Orton-Gillingham Teacher Professional Development Program: Evaluation Findings Report](#)

Date of Study: 2021-2022

Grade Levels of Study: 1-3

Core Program's Marketed Name: IMSE's Orton-Gillingham Plus (OG+) program

	Rating or Measure Select: Y or N	Rationale
ESSA Evidence Tier	Y	Tier 2
Independent Researchers (Y/N)	Y	IMSE contracted with Research and Evaluation Bureau at Kent State University
Established Measure (Y/N)	Y	AIMSweb® reading benchmark assessment- Oral reading fluency
Sample Size	Y	Students were enrolled in elementary schools from two school districts in Michigan. Grade 1 treatment= 168 students Grade 1 control= 237 students Grade 2 treatment= 148 students Grade 2 control= 233 students Grade 3 treatment= 146 students Grade 3 control= 251 students

		Attrition was minimal, and there was no attrition in second grade
Research Design	Y	Quasi-Experimental The treatment district consisted of students who were taught during the 2021-2022 academic year by teachers trained in IMSE OG methods. The control district consisted of students who were taught during the 2021-2022 academic year by teachers who were not trained in IMSE OG methods. The treatment district contained two elementary schools and included seven first grade, six second grade, and six third grade classroom teachers. The control district was composed of three elementary schools and included thirteen first grade, twelve second grade, and twelve third grade teachers. Treatment teachers had more teaching experience (in some grades a considerable amount) than the teachers in the control group. - This may be a factor that affects the data outcomes. Potential covariates and ANCOVA violation assumptions were noted- a removal of student absences and teacher experience (grade 2) are indicated in the data. Percentage of students classified by the State of Michigan as economically disadvantaged (Treatment=22.3%; Control=21.3%) Percentage of students on Individualized Education Plans (Treatment=11.7%; Control=12.2%) Percentage of students identified as English Learners (Treatment=<1%; Control=<2%) District typology (Treatment=Rural: fringe; Control=Suburb: large) Fall ORF was the single covariate in grades 1 and 3, while fall ORF and teacher experience were the two covariates for grade 2. The independent variable in all analyses was instructional group: treatment vs. control. The dependent variable was the spring ORF.
Outcome	Y	The research findings suggest that IMSE's OG teacher professional development program contributed to improved student reading achievement in grades 1-3 based on 2021-2022 academic year data. Specifically, statistically significant differences in adjusted oral reading

		fluency scores between treatment and control student groups were identified at each grade. The results indicate that the treatment group scored significantly higher on spring ORF while controlling for fall ORF, demonstrating that the treatment group for both grades 1 and 3 grew at a significantly higher rate.
Effect Size	Y	P<0.001 for grades 1 & 3 pp. 13-14 of study and noted teacher experience in those tables.
*Peer Review (Y/N)		Not Sure

MOWR Committee completed review on 5/15/24.

MOWR Committee findings:
-Meets ESSA Evidence Tier 2.
-Will be added to the MOWR Core Program Vetted List.