



institute for
multi-sensory
education



CASE STUDY



Central Point Elementary Central Point, Oregon

Central Point Elementary School in Central Point, Oregon, partnered with IMSE to strengthen its foundation for literacy by integrating the science of reading. The school serves a diverse population of 440 students with a student-teacher ratio of 24:1. Six languages, with Spanish being the most prevalent, are spoken at the school.



CHALLENGE

In 2022, Central Point Elementary recognized a concerning trend — many students were struggling to read. It became clear that a new approach to literacy was needed. Teachers identified that the most effective way to support these learners was to adopt an evidence-based framework grounded in the science of reading. At the same time, the school found that its Tier 1 and Tier 2 instruction lacked alignment, making it harder to identify students in need of additional support. This disconnect also created challenges for students transitioning smoothly between grade levels.



We were really feeling the weight of the growing literacy challenges our students were facing. It became clear we needed to update our practices and respond with an intentional solution. That meant embracing the science of reading and IMSE, and making sure all tiers are working together to truly meet students' needs.

Cara Taylor
Assistant Principal
Central Point Elementary

School Profile



8% of students are English Learners (EL)

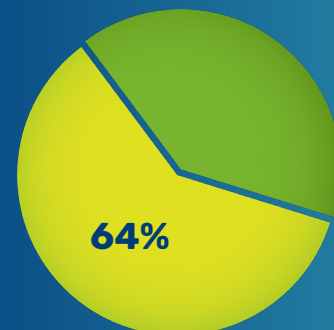


50% of students experience poverty



21% of students have disabilities

Students Eligible for Free and Reduced Lunch





SOLUTION

The K-2 team received training in 2022, and since then, the school has been continuously refining its classroom implementation to align closely with IMSE's proven methodology.

IMSE is an approved provider under Oregon's Early Literacy Success Grant, for dyslexia-related training, professional development and coaching, all key components of Central Point's literacy strategy. This training has had a significant impact with Central Point teachers describing it as one of the most practical and comprehensive professional development experiences of their careers. Every teacher walked away from the training with applicable, immediately usable, and effective strategies.

IMSE's training has also brought a deep sense of unity to Central Point's K-2 team, which has been another transformative force in driving better literacy outcomes for students. Central Point prioritized IMSE's Educational Assistant Course for its Title 1 instructional assistants last fall, which has strengthened alignment with classroom instruction and enhanced their ability to support students.

As the school deepens its commitment to Structured Literacy and the science of reading, additional teachers and grade levels are expected to see the same positive outcomes already evident among K-2 students.



RESULTS

Key:



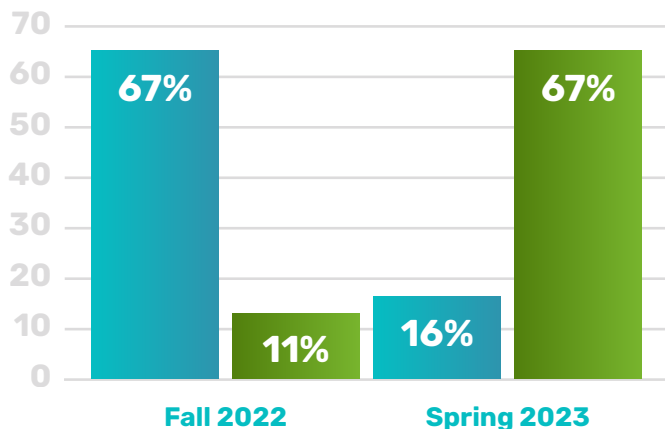
Tier 3



Tier 1

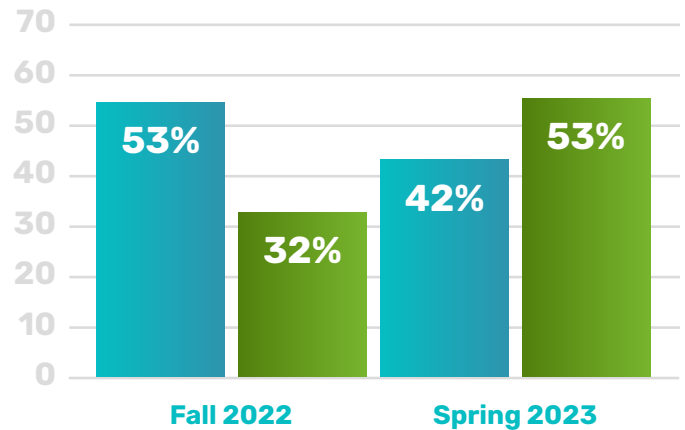
2022-2023 (Kindergarten)

Decrease in Tier 3 by 51% and increase in Tier 1 by 56%



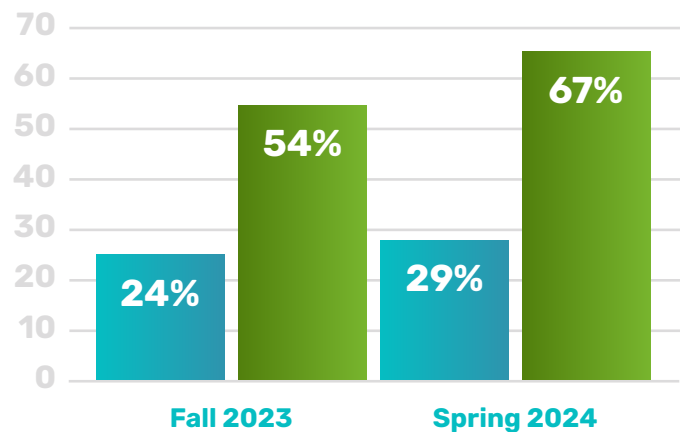
2022-2023 (First Grade)

Decrease in Tier 3 by 11% and increase in Tier 1 by 21%

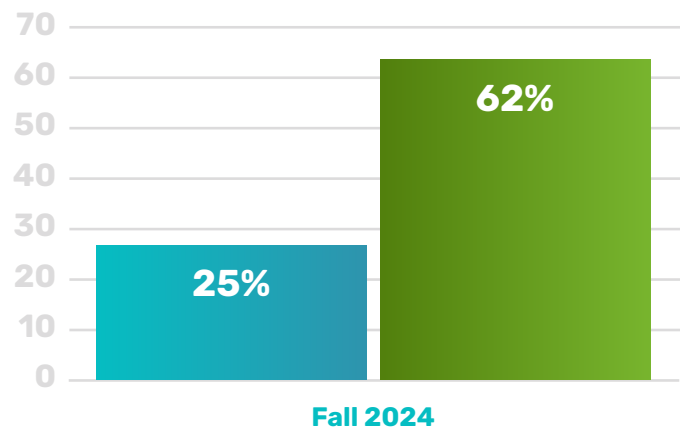


2023-2024 (Second Grade)

Increase in Tier 1 by 13%



2024-2025 (Third Grade)*



*2024-2025 3rd grade students received Orton-Gillingham instruction in 1st and 2nd grade.

Key Takeaways:

- Students significantly improved in reading from Fall to Spring in Kindergarten and 1st grade. Kindergarteners made a 56% improvement and 1st graders gained 21%.
- Second graders made a 13% gain in performance from the beginning to the end of the school year.
- 3rd grade Fall data shows that this class has continued to improve in reading over the last two years with consistent Orton-Gillingham instruction.



They really appreciate the three-pronged approach—auditory, visual, and kinesthetic learning. They especially value how it breaks down what the mouth is doing during instruction, helping students understand the mechanics behind certain sounds. One teacher shared that this has led to real 'aha' moments, as students become more aware of how their lips and tongue work to form sounds. They also love the tactile elements and core grade components, particularly the movement-based activities. They've noticed that the writing elements in OG are translating into stronger overall writing skills.

Cara Taylor
Assistant Principal
Central Point Elementary



Teachers have shared so many positive reflections on the impact of the Orton-Gillingham component—they've seen real growth in their students. They continue to implement it with fidelity, knowing it's making a meaningful difference in our literacy instruction.

Tiffany Slaughter
Principal
Central Point Elementary

Central Point's success demonstrates the power of literacy instruction grounded in the science of reading. By partnering with IMSE — an approved provider under Oregon's Early Literacy Success Grant — and aligning its Title I educational assistants with the Orton-Gillingham approach, the district has built a unified, evidence-based strategy that supports students at every level. This collaborative effort with educators is not only creating real consistency in the way that students are taught, but also driving real, measurable growth in the school's literacy outcomes.

By collaborating closely with IMSE, the teachers and school leaders started working to realign their instructional methods to the Orton-Gillingham and Structured Literacy framework, improving literacy outcomes for all students, specifically those in grades K-2.



ABOUT IMSE

IMSE is an education pioneer and the leading provider of Structured Literacy solutions based on the science of reading. IMSE solutions incorporate the Orton-Gillingham methodology and all five pillars of literacy to empower teachers from day one.

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Contact info@imse.com to learn more about our work with school districts around the country.