



LXDRESEARCH
AT CHARLES RIVER MEDIA

OgStar Reading®

Research Foundation & Logic Model



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DEMONSTRATES A RATIONALE

LXD Research Recognition for OG Star Reading



OG STAR READING

This product has been rigorously evaluated and is hereby acknowledged for meeting the educational impact criteria of the Every Student Succeeds Act (ESSA), warranting a Level 4 for "**Demonstrates a Rationale.**" This recognition is based on its theory of change and research base supporting grade-level learning outcomes.

REVIEWED BY THE LXD RESEARCH EXPERT REVIEW PANEL

Rachel Schechter, Ph.D.
Founder of LXD Research

January 15, 2025

DATE

Educators search for high-quality research and evidence-based interventions to strengthen grant applications, to support comprehensive and targeted schools, or to implement new programming in their schools. Evidence requirements under the Every Student Succeeds Act (ESSA) are designed to ensure that states, districts, and schools can identify programs, practices, products, and policies that work across various populations.

Educational programs document their evidence of design, effectiveness, and impact in order to be eligible for federal funding. While there is no singular authority that determines a program's tier, the Department of Education's Office of Educational Technology provides standards to assess the varying levels of strength of research for education products.

The categories for ESSA Evidence are: strong (Tier 1), moderate (Tier 2), and promising (Tier 3) evidence of effectiveness, or demonstrates a rationale to be effective (Tier 4).

This product meets the requirements for Tier 4:

- ✓ Documentation of how the product's design relates to intended outcomes, with corresponding academic, published research
- ✓ Describes the product's features and outcomes in a logic model
- ✓ A study is planned and/or currently underway
- ★ A third-party research organization has reviewed the documentation for ESSA validation



When product designers leverage learning sciences to design their programs, educators can better target instruction, and students' skills soar. Through interviews with the product designers, an evaluation of their research-informed activities, and a planning of an efficacy study, this product meets the criteria for LXD Research's ESSA Tier 4 Evidence.

– Rachel Schechter, Ph.D., Founder of LXD Research

OGStar Reading Supports Literacy Skill Development



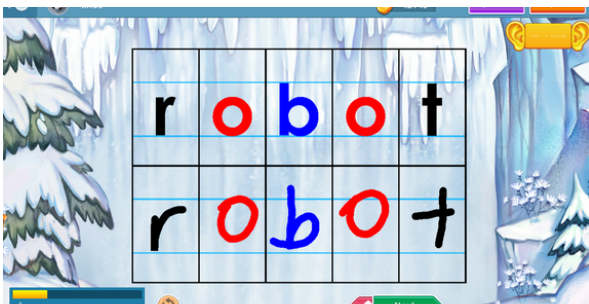
OgStar Reading is a patented, technologically advanced app with handwriting recognition feedback, speech recognition feedback, audio-visual synchronization, voice-over correction feedback, and built-in word pronunciation features. This sensory-integrated structured literacy game helps students K-8 to independently develop evidence-based literacy skills, in accordance with the scientific standards recommended by the National Reading Panel indicating the best ways to teach reading.

The Science of Reading is Fun with OgStar!

Students begin OgStar Reading with a quick placement tool, starting at one of the multiple entry points for “just right” difficulty. From there, OgStar Reading takes students on a captivating reading adventure and includes built-in mini-games and rewards to keep students motivated and engaged.



Research-Based and Designed for Independent Learning



Every step of every lesson is research-based and designed for independent learning. Spaced and interleaved practice games allow for knowledge-building and skill retention. Data collection is available for schools and teachers so they can reflect on student performance and progress over time to share with families and others who are supporting student reading development.

Meet the Founders

OgStar Reading emerges from a powerful partnership between two educators whose lives were transformed by structured literacy instruction. Dr. Fran Levin Bowman, the late co-founder, developed Bowman's Orton-Gillingham "Plus" in 1994. Her methodology found a passionate advocate in Stephanie Nislow, M.Ed.. This underlying curriculum was the foundation for the gamified OgStar Reading program.

Stephanie Nislow, M.Ed.

Co-Founder

Stephanie was motivated to create OgStar Reading based on her years as an elementary classroom educator and subsequent experience as an Orton-Gillingham tutor. As a new teacher, she did not have the knowledge base or tools to support her students with reading difficulties. Training in Bowman's Orton-Gillingham "Plus" approach completely transformed her understanding and enabled her to positively impact many students' literacy learning. Realizing the widespread need for this type of instruction, she developed OgStar Reading, an online solution that mimics Orton-Gillingham tutoring and is available to striving readers everywhere.



Fran Levin Bowman, EdD

Co-Founder (in Memoriam)

The late Dr. Fran Levin Bowman developed Bowman's Orton-Gillingham "Plus" in 1994, inspired by her experiences as a special educator, diagnostician, professor, and consultant. After witnessing struggling readers transform through Orton-Gillingham methods, she dedicated herself to mastering and enhancing the approach, becoming a Fellow in the Orton-Gillingham Academy (AOGPE). Her dynamic teaching style and innovative program quickly gained recognition, with teachers consistently praising her professional development as transformative in their ability to support all learners and teach reading effectively.



User Voices

From special education directors to teachers and parents, educators across the country are witnessing the transformative impact of OgStar Reading. Our innovative approach combines the proven effectiveness of Orton-Gillingham methodology with engaging technology to support diverse learning needs. Here's what our community is saying about their experiences with OgStar Reading and the difference it's making in students' lives.



“Love that students can use it independently and reinforce skills. This is by far the best program I have used for students who struggle with reading and writing!!! I feel that this program is great for reinforcing the skills that are being taught in the OG lessons. Students can go through the activities independently at their own pace and are benefiting from the reinforcement of the skills.”

Teacher

“OG Star is doing a really great job of reinforcing previous skills learned in the OG Plus Program. It is sometimes difficult to go back and reteach sounds/skills during small group intervention time. I love that students can use OG Star to review and practice sounds/skills in class and at home.”

Jessica
Teacher



“I absolutely LOVE the OGSTAR program. Best computer based program I have used. It makes the students think and achieve!! The correction component for writing is AMAZING!! Lots of learning is taking place!! I had incredible success with a group of 3rd graders who started OG last year.”

Laurie
Teacher, Maryland

“My daughter began using OgStar after a recent dyslexia diagnosis. I am so impressed with this app! OgStar has helped her reading skills “click” and she has become a more confident, more accurate reader in a short amount of time. I highly recommend OgStar.”

Jennifer
OgStar parent





OgStar Reading Logic Model

PROBLEM STATEMENT

Learning to read is an imperative skill; the majority of students need explicit instruction in foundational reading strategies, and often times they do not receive enough of this type of instruction and practice. In addition, dyslexia affects 1 in 5 children, and they often do not have access to tutors or teachers who can fully guide them. Educational technology programs are often inflexible, not allowing students to start at their appropriate level and advance quickly. OgStar Reading helps to bridge the gap with an interactive instructional and practice program for K-8 learners. This program is a multi-modal, structured literacy game designed to help students independently develop evidence-based literacy skills following the scientific standards recommended by the National Reading Panel and learning sciences principles that best support teaching reading through technology.

RESOURCES

- Patented handwriting and speech recognition
- Multiple levels of literacy games based on the Orton-Gillingham “Plus” approach for students K-8 to teach:
- Phonological awareness, systematic/synthetic phonics, multisensory sound/symbol associations, multi-modal reading and writing of irregular words, oral reading of phonetically controlled words and sentences, finger tracing and writing of syllables, words and sentences, and oral reading fluency.
- Microphone and touchscreen interaction
- Audio-visual word synchronization
- Built-in word pronunciation features with a mirror

STRATEGIES AND ACTIVITIES

- Individualized starting levels: Students will take a placement test to figure out where they will start the program. Teachers are also able to choose the starting point based on their knowledge of the child’s skills.
- Students receive immediate corrective feedback via voiceover and visual hints.
- Teachers move students when they are ready to be challenged.
- Students will trace, copy, and recall, reinforcing orthographic mapping.
- Students will experience multiple repetitions of skills and strategies.
- For irregular words, students will triple trace and recall.
- The program provides hints and support when students make errors to see if they can make corrections after the quick refresher.
- Students will work on reading, writing words and sentences, and oral reading fluency.
- Students can choose:
 - To play games to take a break
 - To personalize their game experience with music, sounds, and avatars.



OUTPUTS

- Students systematically connect reading, writing, spelling, and morphology within each lesson.
- Research demonstrates that orthographic mapping is essential for developing sight word recognition and fluent reading.
- Real-time analysis of student pronunciation
- Immediate feedback on handwriting formation
- Visual and auditory cues for self-correction
- enables independent learning for K-8 students with minimal teacher preparation.
- Teachers have access to their students' ongoing progress.

SHORT-TERM AND INTERMEDIATE OUTCOMES

Improved early literacy skills including letter naming fluency, enhanced phonemic awareness skills, increased decoding accuracy, stronger sound-symbol correspondence understanding.

Fluent and efficient handwriting formation

Improved learning independence and student engagement,

Higher confidence in reading practice

As students progress through OgStar Reading, they will show improved reading fluency rates, enhanced reading comprehension, stronger spelling skills, increased reading confidence, better academic performance in literacy-related tasks, more independent reading behavior, reduced need for teacher intervention, and improved ability to tackle unknown words.

LONG-TERM OUTCOMES AND IMPACTS

- Grade-level reading proficiency achievement
- Reduced at-risk classifications in intervention groups
- Reduced learning gaps between struggling and proficient readers
- Sustained academic success across subjects
- Development of lifelong reading habits
- Enhanced self-directed learning capabilities
- Reduced risk of reading failure
- Better preparedness for academic challenges

ASSUMPTIONS

- Teacher or guardian that can be available for the student as needed.
- Access to a device, such as a laptop, with a microphone and speakers or headphones (touchscreen is preferred)
- Access to the internet

CERTIFICATIONS AND AWARDS



PRIVACY COMMITMENT

OgStar Reading is committed to student data privacy. They have signed a "Standard Student Data Privacy Agreement" through tec-coop.org. OgStar has been certified by an outside source for keeping their customers data private. This certification includes being deemed safe in 11 states: MA, ME, IL, MO, NH, NY, OH, RI, TN, VT, and VA.





LXD Research is an independent research firm that evaluates educational programs with ESSA-aligned methods.

Learn more at www.lxdresearch.com



For additional information about OgStar Reading visit:

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