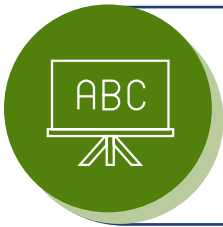




**institute for  
multi-sensory  
education**



**CASE STUDY**



**Troy City Schools**  
**Dayton, Ohio**

Troy City Schools is located in western Ohio and serves a diverse student population across multiple elementary and secondary schools. The district’s English learners (EL) program supports approximately 150 students who speak nearly 30 different native languages, including Japanese, Spanish, Russian, and Gujarati.

To meet the needs of this multilingual population, Troy City Schools has developed a comprehensive approach to literacy instruction that prioritizes consistency, access, and alignment across classrooms. With a dedicated team of EL educators serving K–12 students, the district is focused on ensuring that all learners, regardless of language background, have the support they need to build strong literacy skills and succeed academically.

**School Profile**



**7**

**Schools**



**3.6K+**

**Students**



**36.2%**

**Students eligible  
for free or reduced-  
price lunch**

**EL Program Support**



**30**

**Different native  
languages**



**4.5%**

**English learners**



**EL services**

**provided  
across PK–12**



**8**

**District-wide  
dedicated EL staff  
members**



## THE CHALLENGE

Prior to IMSE, literacy instruction across the Troy City Schools lacked consistency. Practices varied from classroom to classroom, and there was no shared, explicit scope and sequence guiding foundational reading instruction. For EL students, this inconsistency created additional barriers.

EL students were often learning a new language while simultaneously trying to build foundational reading skills, without a clear instructional pathway to support them. At the same time, EL support was frequently disconnected from core classroom instruction, limiting students' ability to build on what they were learning throughout the day. As a result, district leaders recognized that without alignment, even strong individual efforts would not translate into consistent student outcomes.



## THE APPROACH

Troy City Schools partnered with IMSE to implement a Structured Literacy framework grounded in the Orton-Gillingham (OG) approach. Rather than introducing a separate program for EL students, the district focused on building a shared instructional foundation across all classrooms and support settings.

This meant aligning general education, intervention, and EL instruction around the same evidence-based practices. Teachers were trained to implement IMSE's Orton-Gillingham+ (OG+) curriculum with fidelity, delivering explicit, systematic phonics instruction supported by consistent routines and assessment-driven decision-making. The goal was not simply to improve instruction in isolated classrooms, but to create a system where every educator was equipped with the same tools and framework to support literacy development.

To support this shift, the district made a significant investment in educator training and ongoing support. Today, more than 100 educators have been trained in IMSE's OG+ curriculum, with additional professional training in Morphology+ and phonological awareness.

Importantly, Troy City Schools did not treat professional training as a one-time event. The district built structures to ensure that learning translated into practice, including coaching, classroom modeling, and collaborative teaching and learning teams.

Instructional learning walks and leadership training for administrators further reinforced expectations and consistency across schools. This sustained focus has led to a high level of alignment across classrooms.

"We're all speaking the same language now. When our teams come together, we can share what's working and what we're seeing across classrooms."

**Sarah Walters**

Instructional Support Specialist and  
Level 4 IMSE OG+ Master Instructor at Troy City Schools

## Aligned Instruction Drives Success for Multilingual Learners

One of the most significant outcomes of implementing IMSE has been improved instructional coherence for EL students. Previously, students were often pulled from the classroom for separate instruction, creating fragmented learning experiences. Under the new model, students remain connected to core instruction while receiving targeted support that reinforces, rather than replaces, classroom learning. This alignment has allowed students to build skills more effectively and stay engaged in the broader classroom experience, resulting in a more cohesive learning experience that supports both academic progress and a stronger sense of belonging.

"That is the biggest thing that I see. IMSE gives them so much more confidence. They're not afraid to speak anymore. It's been a game changer for a lot of kids."

**Wendy Grimm**

EL Teacher at Troy City Schools



# THE RESULTS

The impact of this aligned, Structured Literacy curriculum is evident in student outcomes across the district. From early foundational skills to sustained reading proficiency in later grades, Troy City Schools is seeing measurable progress, particularly among students who entered the 2025–26 school year below benchmark. These results reflect both the consistency of instruction and the district’s investment in building educator capacity.

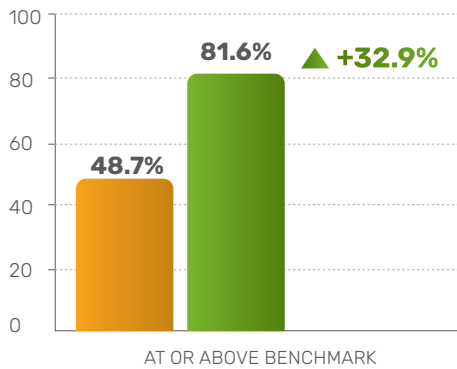
## 2025-26 School Year District Literacy Outcomes

FALL 2025 SPRING 2026

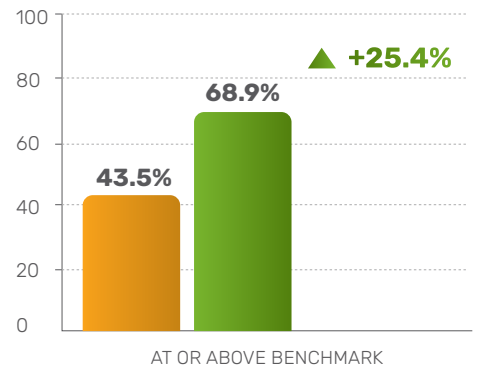
**100%**  
OF KINDERGARTENERS  
AT OR ABOVE  
BENCHMARK

K Letter Sound Fluency  
Hook Elementary Spring 2026

### 2<sup>nd</sup> Grade Pseudoword Decoding Fluency HOOK ELEMENTARY



### 1<sup>st</sup> Grade Oral Reading Fluency KYLE ELEMENTARY



By spring 2026, Hook Elementary kindergarteners achieved 100% at or above benchmark in Letter Sound Fluency with zero students remaining well below by the end of the year. Second grade students at the same building saw Pseudoword Decoding Fluency climb from 48.7% to 81.6% at or above benchmark in a single school year, a gain of nearly 33 percentage points. At Kyle Elementary, first grade Oral Reading Fluency grew from 43.5% to 68.9% at or above benchmark – a jump of more than 25 percentage points in one year.

Troy City Schools has strengthened its instructional system through a shared literacy framework that reinforces consistent practices across classrooms and support settings. What was once an isolated expertise has evolved into a districtwide approach where all educators are equipped to support reading development. Through professional learning, cross-building alignment, and ongoing support, Troy has built a more sustainable model for literacy success, particularly for multilingual learners.

"Invest in your staff and then continue to support them. That's what makes the difference."

**Sarah Walters**  
Instructional Support Specialist and  
Level 4 IMSE OG Master Instructor at Troy City Schools



### 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.

Contact [info@imse.com](mailto:info@imse.com) to learn more about our work with school districts around the country.



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