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Reading Interventions in Relation to the Ohio Third Grade Reading Guarantee
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What factors influence a low-income school’s decision about specific reading instruction programs as a part of Ohio’s Third Grade Reading Guarantee?

Background Research
- Reading is a critical, foundational skill for young learners.
- Especially important for children of poverty
- Ohio Third Grade Reading Guarantee requires retention for below grade level readers.
- Specific research-based programs selected by ODE, including Reading Recovery and Orton Gillingham.
  - Reading Recovery provides individualized, intensive instruction for 12 weeks for below level first grade students.
  - Orton Gillingham includes multi-sensory instruction for 30 minutes a day.

Methodology
- The research includes case studies of schools using either Reading Recovery or Orton Gillingham.
- Interviews were conducted with educators who use either program.
- Interviews were supplemented with trainings and observations of lessons from each program.

Results
- Research basis
- Teacher endorsement and leadership
- Effectiveness in collaboration with a district mandate
- Continuing professional development
- Personal examples of student success
- Need for highly effective intervention
- Cost
- Time

Key Resources

Conclusions
- The majority of the factors applied to both programs.
- These factors could be used as a framework for schools and districts when selecting a program in order to support an informed decision.
- Factors can be used to evaluate other programs as well.
- These factors are especially relevant to low-income districts with high populations of at-risk readers.

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