

**Final Report for the One Minute Mentor dissertation research with
OCPS and Hiawassee Elementary School**

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The school site for this research study retained 30% of its third-grade students in 2014 because of mandatory retention laws, a disparity of 11% above the state average (Florida Department of Education, 2014e). The purpose of this study was to determine the effect of daily adult tutoring on oral reading fluency with dysfluent third-grade students in a Title I setting.

The school site of the research study is located in a high crime, inner-city community. The school site serves 781 students in pre-Kindergarten through Grade 5; school demographics are comprised of 94% minority students and 100% living below the poverty line. The intervention (i.e., mentoring) in the study consisted of a daily 1-minute reading with an assigned mentor contact, totaling less than 15 minutes per week. The mentor contact was isolated from the remaining reading interventions provided for all students. The researcher examined the difference in oral reading control group posttest, taking into account their pretest scores as a covariate. Results showed a large fluency rate and reading comprehension scores between the treatment and scale, a significant increase in the oral reading fluency rate for the treatment group rate, and no effect on overall reading comprehension.