

**From:** Greenberg, Stuart  
**Sent time:** Tuesday, September 13, 2011 10:35:02 AM  
**To:** MaryLaura@excelined.org  
**Subject:** Fw: data request -- Failure Free Reading -- FL Reading Initiative -- DOE report and response  
**Attachments:** FFR clarificationsrevised.doc 6A-6.053 K-12 Comprehensive Research-Based Reading Plan.pdf 6A-6.054 K-12 Student Reading Intervention Requirements.pdf

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**From:** Greenberg, Stuart  
**Sent:** Tuesday, September 13, 2011 10:31 AM  
**To:** Greenberg, Stuart  
**Subject:** Fw: data request -- Failure Free Reading -- FL Reading Initiative -- DOE report and response

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**From:** Greenberg, Stuart  
**Sent:** Sunday, July 17, 2011 10:20 PM  
**To:** Robert Meyer <robert.meyer@failurefree.com>  
**Cc:** joe.lockavitch@failurefree.com <joe.lockavitch@failurefree.com>; 'Greg McIntosh' <gsmci@cs.com>  
**Subject:** RE: data request -- Failure Free Reading -- FL Reading Initiative -- DOE report and response

The purpose of this email is to clarify the issues that were raised by Dr Lockavitch.

The final results of the implementation of Failure Free Reading were made to statewide averages of matched students based upon achievement levels and free and reduced lunch status.

#### Project Purpose

The purpose of this project is to determine if the non phonemic approach to reading instruction advocated by Failure Free Reading will accelerate reading achievement for students that have not scored above Level 1 on FCAT Reading and that have never scored Level 3 on FCAT Math (target group). In addition to the target group, Failure Free Reading was implemented with students that have scored Level 2 and above based upon the assertion that Failure Free Reading would provide a vocabulary boost to these students through non phonemic reading instruction thus accelerating their reading achievement.

#### Results

##### FCAT Level 1

For the target group, 49% of the eligible students made an annual learning gain, slightly lower than 50% for the statewide comparison group. 24% of the target students in FFR achieved a within level gain but remained at FCAT Level 1, 31% of the statewide group achieved a learning gain but remained within achievement Level 1. The percentage of students who increased an FCAT Level was 25% for FFR, 19% for the statewide comparison group. 28% of the students in FFR decreased achievement scores, 27% of the statewide comparison group decreased in achievement scores.

##### FCAT Level II

I am perplexed by the assertion by Dr. Lockavitch that FCAT Level 2 students should not have been in the Failure Free Reading Intervention. Throughout the implementation staff from Failure Free were made aware that FCAT Level 2 students were in the Failure Free Reading intervention and they never shared concern with staff from Just Read, Florida or NEFEC staff.

From Rob Meyer January 31, 2011: "Good morning everyone. Nancy per your email down below, I am responding in writing that Failure Free Reading believes the students identified at Williston HS, Matanzas HS, Lafayette HS, Belle Terre Elementary, and Fort White HS as meeting the criteria of less than 80% comprehension on a teacher administered released FCAT assessment from an age/grade appropriate passage will benefit from Failure Free instruction. . . . As time is of the essence, and we are running a week later than the timeframe described below, a Failure Free Reading trainer needs to train any new participating teachers at these schools – plus any additional schools that we add today or tomorrow -- this week. Marsha and Nancy I will call you in a minute to discuss scheduling of training visits.

- May 19 email from Dr. Lockavitch: *I also feel is it important to know how many students fell into the different subgroups and what type of instructional approaches used within the methodology appeared to work best for each group along with suggestions for future instructional adaptations. This grant is designed as a three year project. We need to refine it as we go on. A clear example of this was when the project teachers felt that we needed to add additional comprehension materials to further extend the impact of Verbal Master. This resulted in the development of the Verbal Master Cluster stories for level I and II.*

#### Program and Staff Development Costs

The costs of the programs used in Broward County are paid for from the regular allocation of materials and funding. The allocation that was provided during the 2010-2011 school year to supply Failure Free Reading to students in NEFEC districts at an additional state cost of over \$ 595,772.92.

Dr. Lockavitch listed many of the elements that are part of Broward County's approved district reading plan. All of the schools that were part of the Failure Free Reading implementation have similar district plans that are open to review at: [https://app1.fldoe.org/Reading\\_Plans/](https://app1.fldoe.org/Reading_Plans/). State Board Rule 6A.053 outlines the requirements for these plans.

Florida law has charged each Florida school district with a set of responsibilities on behalf of the comprehensive needs of students throughout their district:

- Title XLVIII K-20 EDUCATION CODE Chapter 1006 SUPPORT FOR LEARNING F. Instructional Materials for K-12 Public Education 1006.28 Duties of district school board, district school superintendent; and school principal regarding K-12 instructional materials.— (1) DISTRICT SCHOOL BOARD.--The district school board has the duty to provide adequate instructional materials for all students in accordance with the requirements of this part.

The various approaches listed throughout the letter to Senator Wise are taught based upon student need, and are based upon the professional judgment of the local educators.

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NEFEC worked diligently and tirelessly with staff from Failure Free Reading to implement the program according to agreed upon structures.

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Stuart Greenberg

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**From:** Robert Meyer [mailto:robert.meyer@failurefree.com]

**Sent:** Wednesday, July 13, 2011 4:09 PM

**To:** srwise@att.net

**Cc:** joe.lockavitch@failurefree.com; gsmcjr@gmail.com; 'Greg McIntosh'; thompsonn@nefec.org; hillm@nefec.org; SurrencyJ@nefec.org; starlings@nefec.org; Bourisaw, Diana; McGhee, Darrick; Greenberg, Stuart

**Subject:** RE: data request -- Failure Free Reading -- FL Reading Initiative -- DOE report and response

Dear Senator Wise

Joe asked me to forward to you his attached response to the attached DOE report that we received from DOE on Sunday as part of the email thread below.

Rob

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Robert Meyer

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**From:** Greenberg, Stuart [mailto:Stuart.Greenberg@fldoe.org]

**Sent:** Sunday, July 10, 2011 5:21 PM

**To:** Robert Meyer

**Cc:** joe.lockavitch@failurefree.com; gsmcjr@gmail.com; thompsonn@nefec.org; hillm@nefec.org; SurrencyJ@nefec.org; starlings@nefec.org; Bourisaw, Diana; McGhee, Darrick

**Subject:** RE: data request -- Failure Free Reading -- FL Reading Initiative

Good afternoon,

In accordance with our agreement with Dr. Lockavitch, the determination of the success of the project to accelerate reading achievement through the use of Failure Free Reading's non-phonemic instructional approach, would be based upon a comparison of the students that were taught through Failure Free Reading vs. the learning gains statewide of matched comparison students. Attached please find the results of the data matching process.

In preparation for our meeting with Senator Wise on June 21, we shared preliminary findings using a cohort of matched students from Broward County. We have now completed the match to statewide development scale student score growth.

49% of the matched students in the target group (FCAT Level 1 in reading, never FCAT level 3 in math) taught through Failure Free Reading achieved a developmental scale score learning gain, 50% of the matched students achieved a developmental scale score learning gain. With students that were FCAT Reading level 2+ taught through Failure Free Reading, 51% achieved a developmental scale score learning gain, 63% of the matched students achieved a developmental scale score learning gain. Accordingly, we separated the outcomes for the level 1 (target) students from the level 2 + students.

Students make learning gains if they

- a. improve one or more FCAT achievement levels; e.g., from 1-2, 2-3, 3-4, or 4-5;
- b. maintain their achievement levels within levels 3, 4, or 5; or
- c. demonstrate more than one year's growth when remaining in achievement level 1 or 2 for both years. Under this alternative, one year's growth is defined in terms of the difference between a student's current year and prior year FCAT developmental scale score (DSS). Students who remain in levels 1 or 2 are credited with learning gains for reading if they improve more than the cut-off scores (point differentials between prior and current year developmental scores)

The findings are very similar to those noted by the What Works Clearinghouse (WWC), which considers the extent of evidence for Failure Free Reading to be small for alphabets, fluency, and comprehension. The WWC found, no discernible effects on alphabets and fluency and potentially positive effects on comprehension.

In sum, I believe that FLDOE and NEFEC worked diligently and tirelessly with staff from Failure Free Reading to implement the program according to agreed upon structures.

I am working with staff at FLDOE to work with FERPA guidelines and to find a matched cohort to provide you the information that you have asked for.

Please let me know if you have any questions.

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Stuart Greenberg

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**From:** Robert Meyer [mailto:robert.meyer@failurefree.com]

**Sent:** Friday, July 08, 2011 1:09 PM

**To:** Greenberg, Stuart

**Cc:** joe.lockavitch@failurefree.com; gsmcjr@gmail.com; thompsonn@nefec.org; hillm@nefec.org; SurrencyJ@nefec.org; starlings@nefec.org; BracewellM@nefec.org  
**Subject:** RE: data request -- Failure Free Reading -- FL Reading Initiative

Thank you Stuart. I think we all look forward to a detailed (e.g. analysis/comparison by subgroups of chronic level 1's, equivalent hours of instruction, etc) of the data... that will enable us to determine the extent to which intensive language development-based (non phonemic) reading intervention accelerated reading achievement for chronic level 1 readers. From the 19 principal meetings that have been conducted so far, it would appear (we of course aren't seeing the FCAT data, but Greg and Jamahl are taking notes on the summary student counts) that a very significant percentage of the students made a grade level FCAT Learning Gain or more ... in the equivalent of a semester or even less of intervention... As we'll be actively recruiting schools for 2011/12 during the next two weeks, we appreciate DOE's urgent consideration in this matter so that we can provide PAEC/NEFEC educators with the most complete information possible. Rob

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**From:** Greenberg, Stuart [mailto:Stuart.Greenberg@fldoe.org]  
**Sent:** Friday, July 08, 2011 11:28 AM  
**To:** robert.meyer@failurefree.com  
**Cc:** joe.lockavitch@failurefree.com; gsmcjr@gmail.com; thompsonn@nefec.org; hillm@nefec.org; SurrencyJ@nefec.org; starlings@nefec.org; BracewellM@nefec.org  
**Subject:** Re: data request -- Failure Free Reading -- FL Reading Initiative

As I shared on the phone we will review the request to ensure we are within FERPA guidelines. When we agreed to implement Failure Free in Senator Wise's Jacksonville Office, Dr. Lockavitch agreed that the project would be evaluated based solely on the student progress exceeding the state learning gain averages.

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**From:** Robert Meyer <robert.meyer@failurefree.com>  
**To:** Greenberg, Stuart  
**Cc:** 'Joseph Lockavitch' <joe.lockavitch@failurefree.com>; 'Greg McIntosh' <gsmcjr@gmail.com>; 'Nancy Thompson' <thompsonn@nefec.org>; 'Marsha Hill' <hillm@nefec.org>; SurrencyJ@nefec.org <SurrencyJ@nefec.org>; 'Shay Starling' <starlings@nefec.org>; 'Mark A. Bracewell' <BracewellM@nefec.org>  
**Sent:** Fri Jul 08 12:05:44 2011  
**Subject:** data request -- Failure Free Reading -- FL Reading Initiative

Hi Stuart, as we discussed by phone this morning I am writing to request the following three data files:

**DATA SET #1**

In early May I created a password protected spreadsheet with the following data record listing the total hours of FFR instruction for every participating student, and emailed it to DOE and NEFEC. Here is a sample row from that file (with the name of the actual student replaced with a dummy name):

County	School	Teacher	Hrs/class	Student	JR BKM	VM BKM	JR lessons	VM units	JR hrs	VM hrs	Total hrs
Union	Union County HS	Wanda Clark	0.83	John Doe	0	400	0.0	50.0	0.0	110	110

Our understanding is that to these fields NEFEC added columns for each student's DSS and EDSS scores in order to create school level reports to use for the "exit interview" principal meetings that are still underway. We would like to have a copy of those reports with the student names and hours data deleted (in order to meet FERPE guidelines). It would also be helpful if we could have a written description of NEFEC's growth justification and "catch up" definitions so that we are all communicating with educators consistently – along with any other non-personally identifying data that NEFEC has included. Is it possible for you to authorize NEFEC to provide us with this information in time for the next round of school visits scheduled for next week?

**DATA SET #2**

From DOE, we need a list of all participating students (with dummy names of course) who moved up from level 1 to 2, from level 2 to 3, from level 1 to 3, and from level 1 to 4 and so on (plus the same thing for the students who regressed), with each student's grade level, classification (e.g. ESE, ESL), teacher name, school name, and also the student's prior year FCAT Reading level.

- I've included this last field (the prior year FCAT level) because, according to the June 2011 DOE report *FCAT Performance for Failure Free Reading Students: "Of the 1,164 students in Failure Free Reading Intervention, 400 were in the target group that met the eligibility criteria and had all of the required information to compare school year 2009-10 FCAT Reading Results to 2010-11 FCAT Reading Results to provide FCAT Reading Developmental Scale Score (DSS) gains. The rest of the students in the FFR had previously scored FCAT Reading Level 2 or above"*.
- Accordingly, we need to segregate the outcomes for the level 1 (eligible) students from the level 2 (ineligible) students.

**DATA SET #3**

The third set is all participating students with 2010 FCAT learning gains, 2011 FCAT learning gains, grade level, classification, total hours of Joseph Readers (JR) instruction, total hours of Verbal Master (VM) instruction, and also each student's prior year FCAT Reading level. If you need me to resend the original file described above please let me

know.

In sum, this data will provide a more complete picture of the impact of intensive language development intervention on students by grade band, hours of intervention and other variables.

Thanks,

Robert

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