

From: Greenberg, Stuart
Sent time: Tuesday, September 13, 2011 10:21:59 AM
To: MaryLaura@excelined.org
Subject: Fw: Draft results of Duval County Summer Reading Intervention through Failure Free Reading

From: Greenberg, Stuart
Sent: Tuesday, September 13, 2011 10:16 AM
To: Greenberg, Stuart
Subject: Fw: Draft results of Duval County Summer Reading Intervention through Failure Free Reading

From: Greenberg, Stuart
Sent: Thursday, August 04, 2011 08:32 AM
To: 'Robert Meyer' <robert.meyer@failurfree.com>; 'joe.lockavitch@failurfree.com' <joe.lockavitch@failurfree.com>
Cc: 'SurrencyJ@nefec.org' <SurrencyJ@nefec.org>; 'NEFEC - Marsha Hill' <hillm@nefec.org>; 'Nancy Thompson' <thompsonn@nefec.org>; McGhee, Darrick; Bourisaw, Diana; Heid, Frederick
Subject: Draft results of Duval County Summer Reading Intervention through Failure Free Reading

Good morning,
As promised, we have reviewed the student achievement results from the Duval Summer Reading Project. Please review our draft findings and send us your revisions for consideration by Thursday at 5 pm.

Draft

Background

Duval's County Schools asked staff at Just Read, Florida and NEFEC if they could participate in an intensive summer school reading intervention for 9th and 10th grade students who scored at FCAT Reading Level 1 using Failure Free Reading as a reading intervention 90 minutes per day. In order to gauge student achievement growth, the Stanford Achievement Test 10th edition (SAT 10) was administered as a pre and post measure. Teacher salaries, program materials, and initial staff development with onsite follow-up to support correct implementation were funded through the reading proviso allocation provided by the Florida Legislature. Summer school occurred from June 20 through July 29. The first two days were spent on administering the SAT 10 along with the Failure Free placement assessment. The daily class period for Failure Free was 90 minutes long. A total of 64 students were enrolled in the project.

Reading Intervention

Failure Free Reading is a language development program designed to improve vocabulary, fluency, word recognition, and reading comprehension for kindergarten through grade 12 students who score in the bottom 15% on standardized tests and who have not responded to conventional beginning reading instruction. The three key dimensions of the program are: repeated exposure to text, predictable sentence structures, and story concepts that require minimal prior knowledge. The program combines systematic, scripted teacher instruction, talking software, workbook exercises, and independent reading activities. The program is delivered through small group or individual instruction.

Costs

A State grant paid teacher salaries for the summer, the cost of materials, and professional development
Teachers - \$14,442.51
SAT 10 - \$1,309
FFR - \$33,300.90
Total - \$49,052.41

Initial and Ongoing Staff Development

On June 15, Dr. Lockavitch provided an overview PD session for the Duval summer school teachers.
On June 16, a Failure Free trainer provided a product training session for the same teachers.
A Failure Free trainer then made follow up site visitations to the participating schools on June 21, June 28, June 29, June 30, July 12, July 13, July 14, and July 20.

Effectiveness

We have reviewed the SAT 10 pre and post results for the 62 high school FCAT Reading Level 1 students who participated in the Failure Free Summer Reading intervention in Duval County. In order to measure the effectiveness of the intervention, the students were administered the SAT 10 as the pre-post measure. Based upon a scaled score comparison of the vocabulary subtest, the average gain/loss was -10.9. On the comprehension subtest the average scaled score gain/loss was -4.63.

SAT 10 Pre-Post Failure Free Reading Duval Summer Results	Number of Students with an Increase in Scale Score	Number of Students with a Decrease in Scale Score	Number of Students with No Gain	Number of Students with no matched score
Vocabulary	18	40	4	3
Comprehension	22	31	5	4

These findings align with the findings of What Works Clearinghouse (July, 2007) which found that *Failure Free Reading* has no discernible effects on alphabetic and fluency, and potentially positive effects on comprehension.

Summary

The aim of using Failure Free Reading during the 2010-11 school year and summer term was to investigate the effects of the Failure Free Reading intervention to determine if it is more effective at increasing student achievement with our lowest performing readers than reading interventions that are currently being used in Florida's public schools. The implementation of Failure Reading with our lowest achieving students in grades 3-10 did not yield superior results. The findings of our yearlong study indicate that for best results, the teacher must instruct most students directly, systematically, and explicitly to decipher words in print, all the while keeping in mind the ultimate purpose of reading, which is to learn, enjoy, and understand. To accommodate children's variability, the teacher must assess

children and tailor lessons to individuals. We must interpret errors, give corrective feedback, select examples to illustrate concepts, explain new ideas in several ways, and connect linguistic symbols with “real” reading and writing. Having highly proficient reading skills is the cornerstone of academic success. Teachers need ongoing job embedded professional development to ensure that they are using the results of instruction and assessment to differentiate instruction. Preparation governs instruction. All teachers who use text should have a deep understanding of the current Next Generation Sunshine State Standards and they must teach to the complexity of demands of text understanding as measured through the Florida Comprehensive Assessment Test.

Stuart Greenberg

Executive Director, Just Read, Florida! and the Office of Early Learning Florida Department of Education

325 W. Gaines Street, Suite 514

Tallahassee, Florida 32399

(850) 245-0503

(850) 245-9530 (Fax)