

From: Greenberg, Stuart
Sent time: Tuesday, September 13, 2011 10:21:23 AM
To: MaryLaura@excelined.org
Subject: Fw: data request -- Failure Free Reading -- FL Reading Initiative
Attachments: FINAL STATEWIDE FFR- FCATJRFNEFEC1011LL.doc

From: Greenberg, Stuart
Sent: Tuesday, September 13, 2011 10:19 AM
To: Greenberg, Stuart
Subject: Fw: data request -- Failure Free Reading -- FL Reading Initiative

From: Greenberg, Stuart
Sent: Sunday, July 10, 2011 06:25 PM
To: srwise@att.net <srwise@att.net>
Subject: FW: data request -- Failure Free Reading -- FL Reading Initiative

Good afternoon Senator Wise,

Based upon my phone calls and email communications from Rob Meyer with Failure Free Reading, we continue to provide them with requested data. We are urgently working to meet the multiple requests that they have made.

Best,

Stu

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)

From: Greenberg, Stuart
Sent: Sunday, July 10, 2011 6:21 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.

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

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.

From: Robert Meyer <robert.meyer@failurefree.com>

To: Greenberg, Stuart

Cc: 'Joseph Lockavitch' <joe.lockavitch@failurefree.com>; 'Greg McIntosh' <gsmcigr@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

Robert Meyer

VP School Sales

Failure Free Reading

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