

List of Studies for *Failure Free Reading*

For the purposes of the WWC review we are collecting copies of published and unpublished research reports, book chapters, theses and dissertations, and journal articles on *Failure Free Reading*. We include in this document a list of the documents we have located so far. Please review this list, below, which lists all documents we were able to obtain in full copy, and let us know if there are any additional documents or reports which are relevant to this review and are not included in this list.

Studies Currently Under Review

Torgesen, J., Schirm, A., Castner, L., Vartivarian, S., Mansfield, W., Myers, D., et al. (2007). *National assessment of title I. final report. volume II: Closing the reading gap--findings from a randomized trial of four reading interventions for striving readers*. NCEE 2008-4013 National Center for Education Evaluation and Regional Assistance. Available from: ED Pubs. P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-433-7827; Web site: <http://ies.ed.gov/ncee/pubs/>.

U.S. Department of Education. Office of Innovation and Improvement. (2005). Failure free reading reaches out to a range of literacy abilities. *The Education Innovator*, 3(20) Web site: <http://www.ed.gov/news/newsletters/innovator/2005/0531.html>

Studies Reviewed Under Previous Report¹

Algozzine, B., & Lockavitch, J. F. (1998). Effects of the Failure Free Reading program on students at-risk for reading failure. *Special Services in the Schools*, 13 (1/2), 95–103.

Algozzine, B., Lockavitch, J. F., & Audette, R. (1997). Implementing Failure-Free Reading with students seriously at-risk for failure. *Australian Journal of Learning Disabilities*, 2 (3), 14–17.

Bergquist, C. C., Richardson, G. H., Bigbie, C. L., Castine, W. H., Hancock, W. B., Largent, W. B., et al. (2001). *Final report of the Failure Free Reading Bridges programs funded under Florida's 2000 Specific Appropriation 5A*: Executive summary. Tallahassee, FL: Evaluation Systems Design, Inc.

Blount, L. J. (2003). *Clay County School District comprehensive school reform grant project summary and evaluation report July 1, 1998–June 30, 2001*. Green Cove Springs, FL: Clay County School District.

Educational Enhancement Services. (2000). *Greensboro Elementary School comprehensive school reform evaluation report*. Website: <http://www.failurefree.com/downloads/GreensboroCSRDRReport.pdf>

England, G., Collins, S., & Algozzine, B. (n. d.). Effects of Failure Free Reading on culturally and linguistically diverse students with learning disabilities. *Multiple Voices*, 5 (1), 28–37.

¹ The previous review, including studies from 1983-2005, found one study of *Failure Free Reading* that met WWC evidence standards.

Failure Free Reading (2002). *Case study: Washington, D. C. research results: River Terrace Elementary & Miner Elementary*. Concord, NC: Failure Free Reading.

Failure Free Reading (2003). *OhioReads research evaluation (2000–2001 School Year) impact on lowest literacy students*. Concord, NC: Failure Free Reading.

Failure Free Reading (n. d.) *Case study: Fairland East Elementary's after-school solution*. Concord, NC: Failure Free Reading.

Failure Free Reading (n. d.). *Case study: Helen Edwards Elementary, New Orleans, Louisiana*. Concord, NC: Failure Free Reading.

Failure Free Reading (n. d.). *Chicago Public Schools SES tutoring evaluation*. Concord, NC: Failure Free Reading.

Failure Free Reading (n. d.). *Independent research study Failure Free Reading research case study*. Concord, NC: Failure Free Reading.

Failure Free Reading. (1999). *Benson Elementary's 3rd and 4th graders experience 2 straight years of dramatic reading growth*. Concord, NC: Failure Free Reading.

Failure Free Reading. (1999). *Failure Free Reading's Impact on North Carolina's end of grade assessment*. Concord, NC: Failure Free Reading. (Study: Cabarrus County – Coltrane-Webb Elementary, NC)

Failure Free Reading. (1999). *Failure Free Reading's Impact on North Carolina's end of grade assessment*. Concord, NC: Failure Free Reading. (Study: Catawba County)

Failure Free Reading. (1999). *Failure Free Reading's Impact on North Carolina's end of grade assessment*. Concord, NC: Failure Free Reading. (Study: Johnson County – Benson Elementary, NC)

Failure Free Reading. (1999). *Failure Free Reading's Impact on North Carolina's end of grade assessment*. Concord, NC: Failure Free Reading. (Study: Lincoln County)

Failure Free Reading. (1999). *Failure Free Reading's Impact on North Carolina's end of grade assessment*. Concord, NC: Failure Free Reading. (Study: Rutherford County – Rutherfordton Elementary, NC)

Failure Free Reading. (1999). *Four week summer school with Failure Free Reading produces greater growth than entire year*. Concord, NC: Failure Free Reading.

Failure Free Reading. (1999). *Twelve days with Failure Free Reading produced dramatic results*. *North Carolina Research Brief* 99.102:http://www.failurefree.com/downloads/FFR_Catawba.pdf

Failure Free Reading. (2003). *Case study: Fairland East Elementary's fourth grade reading blitz*. Concord, NC: Author. Concord, NC: Failure Free Reading.

Failure Free Reading. (2003). *Case study: Washington, DC summer reading blitz for special education*. Concord, NC: Failure Free Reading.

Failure Free Reading. (2003). *Coronado High School Students, El Paso, TX: Stanford Achievement Test growth results*. Concord, NC: Failure Free Reading.

Failure Free Reading. (2003). *Failure Free Reading research findings: Intervention for Beginning Reading*. Concord, NC: Failure Free Reading. (Study: Greenwood, MS: Longitudinal study of at-risk 1st graders)

Failure Free Reading. (2003). *Failure Free Reading research findings: Intervention for Beginning Reading*. Concord, NC: Failure Free Reading. (Study: Rowan County, NC: Reading readiness study of at-risk 1st graders)

Failure Free Reading. (2003). *Failure Free Reading research findings: OhioReads 2000–01 school year results*. Concord, NC: Failure Free Reading. (Study: Chester Elementary)

Failure Free Reading. (2003). *Failure Free Reading research findings: OhioReads 2000–01 school year results*. Concord, NC: Failure Free Reading. (Study: Fullerton Elementary)

Failure Free Reading. (2003). *Failure Free Reading research findings: OhioReads 2000–01 school year results*. Concord, NC: Failure Free Reading. (Study: Lincoln Elementary)

Failure Free Reading. (2003). *Failure Free Reading research findings: OhioReads 2000–01 school year results*. Concord, NC: Failure Free Reading. (Study: Lowest literacy students during OhioReads)

Failure Free Reading. (2003). *Failure Free Reading research findings: OhioReads 2000–01 school year results*. Concord, NC: Failure Free Reading. (Study: Lyme Elementary)

Failure Free Reading. (2003). *Failure Free Reading research findings: OhioReads 2000–01 school year results*. Concord, NC: Failure Free Reading. (Study: Mount Washington Elementary)

Failure Free Reading. (2003). *Failure Free Reading research findings: OhioReads 2000–01 school year results*. Concord, NC: Failure Free Reading. (Study: North Elementary, Urbana City Schools)

Failure Free Reading. (2003). *Failure Free Reading research findings: OhioReads 2000–01 school year results*. Concord, NC: Failure Free Reading. (Study: Perry Elementary)

Failure Free Reading. (2003). *Failure Free Reading research findings: OhioReads 2000–01 school year results*. Concord, NC: Failure Free Reading. (Study: SC Dennis Elementary)

Failure Free Reading. (2003). *Failure Free Reading research findings: OhioReads 2000–01 school year results*. Concord, NC: Failure Free Reading. (Study: Williamson Elementary)

Failure Free Reading. (2003). *Failure Free Reading research findings: OhioReads 2000–01 school year results*. http://www.failurefree.com/downloads/FFR_OHReads_Set_1.pdf (Study: Midway Elementary)

Failure Free Reading. (2003). *Failure Free Reading research findings: OhioReads 2000–01 school year results*. http://www.failurefree.com/downloads/FFR_OHReads_Set_1.pdf (Study: Miles Standish Elementary)

Failure Free Reading. (2003). *Failure Free Reading's continuum of effectiveness: Research summary*. Concord, NC: Failure Free Reading. (Study: Dickerson Elementary)

Failure Free Reading. (2003). *Failure Free Reading's continuum of effectiveness: Research summary*. Concord, NC: Failure Free Reading. (Study: Fairland East Elementary, Proctorville, OH)

Failure Free Reading. (2003). *Failure Free Reading's continuum of effectiveness: Research summary*. Concord, NC: Failure Free Reading. (Study: Greensboro Elementary, Gadsden County, FL)

Failure Free Reading. (2003). *Failure Free Reading's continuum of effectiveness: Research summary*. Concord, NC: Failure Free Reading. (Study: West Clay Elementary, Clay County, MS)

Failure Free Reading. (2003). *Washington DC—Reed Elementary 2002/03 results*. Retrieved from http://www.failurefree.com/downloads/FFR_Reed_Elem_2003.pdf

Failure Free Reading. (2004). *Anne Arundel County, MD*. Retrieved from http://www.failurefree.com/downloads/Anne_Arundel_Summary.pdf

Failure Free Reading. (2004). *Supplemental educational service provider (SSP): Bacon School, Millville, NJ*. http://www.failurefree.com/downloads/Bacon_Results_Summary.pdf

Failure Free Reading. (2005). *Failure Free Reading's continuum of effectiveness: Research summary*. Concord, NC: Failure Free Reading. (Study: Kline ISD)

Failure Free Reading. (n. d.). *Dramatic intensive intervention results in Chicago*. Website: http://www.failurefree.com/downloads/Dulles_Elem_Chicago.pdf

Failure Free Reading. (n. d.). *Failure Free Reading research findings: OhioReads 2000–01 school year results*. http://www.failurefree.com/downloads/FFR_OHReads_Set_1.pdf (Study: Hamden Elementary)

Failure Free Reading. (n. d.). *Failure Free Reading research findings: OhioReads 2000–01 school year results*. http://www.failurefree.com/downloads/FFR_OHReads_Set_1.pdf (Study: Secrest Elementary)

Failure Free Reading. (n. d.). *Failure Free Reading research findings: OhioReads 2000–01 school year results*. http://www.failurefree.com/downloads/FFR_OHReads_Set_1.pdf (Study: Shumaker Elementary)

Failure Free Reading. (n. d.). *Program effectiveness has been shown through an experimental design that includes experimental and control groups created through random assignment or carefully matched comparison groups*. Website: http://www.failurefree.com/downloads/FFR_vs_Control.pdf (Study: Cowee Elementary, Macon County, NC)

Failure Free Reading. (n. d.). *Program effectiveness has been shown through an experimental design that includes experimental and control groups created through random assignment or carefully matched comparison groups*. Web site: http://www.failurefree.com/downloads/FFR_vs_Control.pdf (Study: Southwest Elementary) Complete data are not reported: the WWC could not evaluate the design because

Failure Free Reading. (n. d.). *Research findings concerning the impact of the Failure Free Reading program on at-risk and special education lowest literacy students*. Concord, NC: Failure Free Reading. (Study: Accelerated growth curve)

Failure Free Reading. (n. d.). *Research findings concerning the impact of the Failure Free Reading Program on at-risk and special education lowest literacy students*. Concord, NC: Failure Free Reading. (Study: Learning curve of at-risk and special education students)

Failure Free Reading. (n. d.). *Research findings concerning the impact of the Failure Free Reading program on at-risk and special education lowest literacy students*. Concord, NC: Failure Free Reading. (Study: Sustaining growth)

Failure Free Reading. (n. d.). *Research findings concerning the impact of the Failure Free Reading program on at-risk and special education lowest literacy students*. Concord, NC: Failure Free Reading. (Study: Transfer to standardized measuring instruments)

Failure Free Reading. (n. d.). *Research summary intensive intervention for upper elementary students*. http://www.failurefree.com/downloads/FFR_Upper_Elem_Intervention.pdf (Study: Florida Comprehensive School Reform Demonstration (CSRSD) Sites)

Failure Free Reading. (n. d.). *Research summary intensive intervention for upper elementary students*. http://www.failurefree.com/downloads/FFR_Upper_Elem_Intervention.pdf (Study: Klein ISD)

Failure Free Reading. (n. d.). *Research summary intensive intervention for upper elementary students*. http://www.failurefree.com/downloads/FFR_Upper_Elem_Intervention.pdf (Study: Russellville, AL – Fall 2002)

Failure Free Reading. (n. d.). *Research summary intensive intervention for upper elementary students*. http://www.failurefree.com/downloads/FFR_Upper_Elem_Intervention.pdf (Study: Washington, DC – Spring 2002)

Lockavitch, J. F., & Algozzine, B. (1998). Effects of intensive intervention on students at risk for reading failure. *The Florida Reading Quarterly*, 35 (2), 27–31.

Lockavitch, J. F., Morgan, L., & Algozzine, B. (1999). Accelerating the growth curve: Improving opportunities for children at risk for reading failure. *Proven Practice*, 1 (2), 60–67.

McElveen, L. K. (2000). *Helen S. Edwards elementary school: Comprehensive School Reform Demonstration Program (CSRD): Evaluation report for year one of the Failure Free Reading Program*. Concord, NC: Failure Free Reading.

McElveen, L. K. (2000, June). Case study: Helen Edwards Elementary, New Orleans, Louisiana. Concord, NC: Failure Free Reading.
Northwest Regional Educational Laboratory. (2003). *Brightmoor America reads challenge: Detroit, Michigan*. Concord, NC: Failure Free Reading.

Rankhorn, B., England, G., Collins, S. M., Lockavitch, J. F., & Algozzine, B. (1998). Effects of the Failure Free Reading program on students with severe reading disabilities. *Journal of Learning Disabilities*, 31 (3), 307–312.

Schroeder, C., & Henry, S. (2003). *The Copperas Cove I. S. D. Failure Free Reading research project*. Concord, NC: Failure Free Reading.

Slate, J. (n. d.). *Failure Free Reading: A program evaluation*. Valdosta, GA: Valdosta State University, Department of Educational Leadership.

Slate, J., Algozzine, B., & Lockavitch, J. F. (1998). Effects of intensive remedial reading instruction. *Journal of At-Risk Issues*, 5 (1), 30–35.

Torgesen, J., Myers, D., Schirm, A., Stuart, E., Vartivarian, S., Mansfield, W., et al. (2006). National assessment of Title I interim report—Volume II: *Closing the reading gap: First year findings from a randomized trial of four reading interventions for striving readers*. Web site: <http://www.ed.gov/rschstat/eval/disadv/title1interimreport/index.html>

Intervention Summary for *Failure Free Reading*

Please review the intervention description below, and tell us whether we have described the intervention accurately, and whether we have included all relevant details. If the WWC writes an intervention report for *Failure Free Reading*, the information you provide may be incorporated into the report and posted to the WWC website for public access.

Program description

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 percent 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.

Developer and contact

Failure Free Reading is distributed by Failure Free Reading. Address: 140 Cabarrus Ave. W., Concord, NC 28025. Web: http://www.failurefreeonline.com/index_parents.php. Telephone: (800) 542-2170.

Scope of use

Failure Free Reading was founded in 1988 by JFL Enterprises, Inc. In 1996 it became *Failure Free Reading* and since then has been implemented in approximately 7,500 schools across the United States.

Teaching

Failure Free Reading uses a model of repetition, text control, and student performance feedback to scaffold fluency and comprehension skills. Students read material designed to be of interest at their grade/age level. Students learn to read words, sentences, passages, and Lexile-leveled stories through repeated presentations, listening, discussions, readings, and reviews. Teachers monitor student progress with criterion-referenced print and online assessments and reports. The program is delivered through small group or individual instruction. The level of instruction is determined by the students' challenge or frustration level, based on the assumption that repetition is not boring for struggling readers. *Failure Free Reading* also includes the *Joseph Readers' Talking Software* that is "reading neutral," meaning that students do not have to know how to read in order to learn critical words and passages. In this software, every item on the screen can be read aloud to the students. *Verbal Master Software & Print* is another available software, which aims to promote spelling, vocabulary, reading, and composition skills. *Failure Free Reading* provides product training and staff development. Training sessions address classroom management, education plans for students, parent involvement, teacher communications, and reporting. Follow-up visits and access to online technical and telephone support are included. Three-day intensive "train the trainer" sessions are available for district-level implementation.

Cost

Failure Free Reading costs from \$300 for a single online student subscription to \$37,500 for a full school implementation, based on multi-platform, networked software. Training costs range from \$750 to \$2,500, plus trainer expenses.

Source: IES Intervention Report

Embargo Agreement for *Failure Free Reading*

The signatory agrees not to copy, distribute, or discuss any draft reports of *Failure Free Reading* products with members of the public outside your organization, prior to release of the report by the Institute of Education Sciences. The report release date, if any, is yet to be determined. We can only send a courtesy copy of the report to your organization if we receive a signed embargo agreement.

Please specify to whom the report should be sent (please print):

Name (first, middle, last) _____

Title _____

Organization _____

Phone: _____

E-Mail Address: _____

Fax: _____

Signature: _____

Date: _____