

Research and Outcomes Department

Pocatello/Chubbuck School District #25, Pocatello, ID

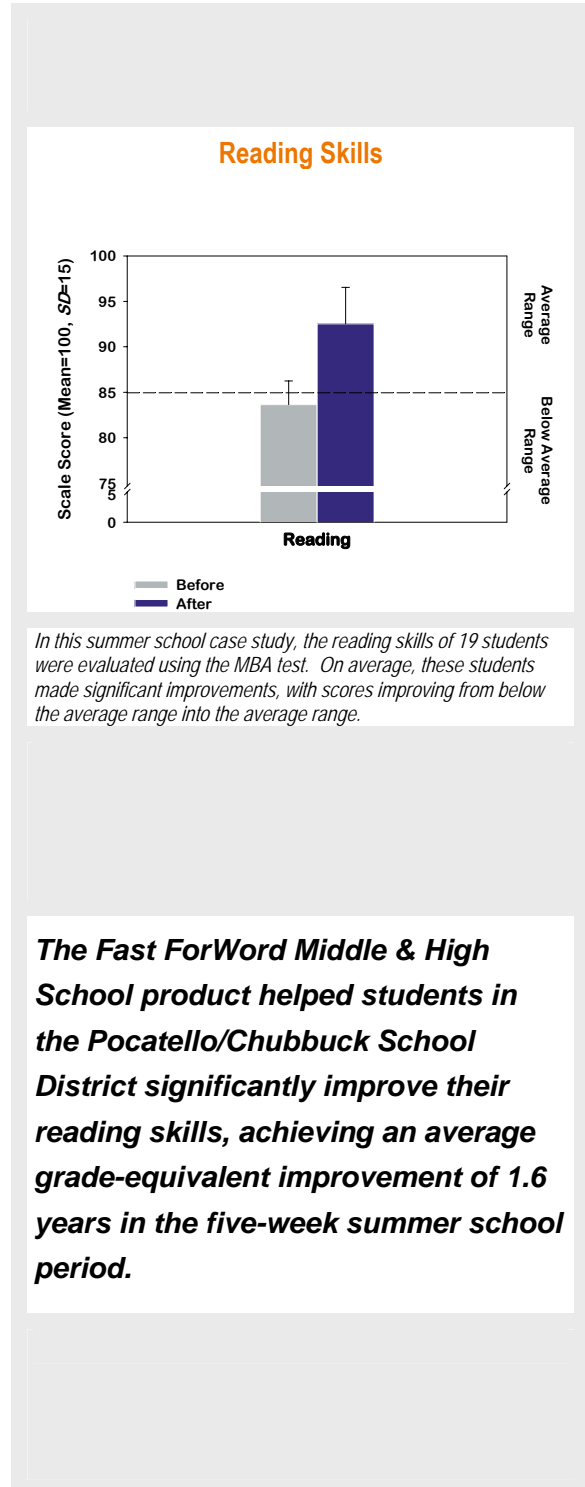
During the 2003 summer school session held at Highland Senior High School, students from Pocatello, Idaho participated in a study evaluating the Fast ForWord Middle & High School product. School personnel tested the reading skills of the participating students both before and after their work with the product. The average reading score of students in this study improved from the below-average range into the average range after working with the Fast ForWord Middle & High School product for five weeks.

Approach and Methodology

Educators at Highland Senior High School selected 19 students, all reading below grade-level. The students were completing grades five through eleven, with a majority completing grades seven through nine.

The educators had been trained in current and established findings on the neuroscience of how phonemic awareness and the acoustic properties of speech impact rapid development of language and reading skills; methods for assessment of candidates for participation; the selection of appropriate measures for testing and evaluation; effective implementation techniques; approaches for using Progress Tracker reports to monitor student performance; and techniques for measuring the gains students have achieved after they have finished using the product. This helped ensure successful product implementation.

At the beginning and end of the summer school session, students' reading skills were evaluated with the Identification, Vocabulary, and Comprehension subtests of the Woodcock-McGrew-Werder Mini-Battery of Achievement (MBA). Scores in these three skill areas can be combined for a total reading score.



Participation

The school chose to use the Fast ForWord Middle & High School 90-Minute Protocol. Under this protocol, students participate 90 minutes per day, five days per week, for 4 to 8 weeks. The school achieved good participation: in the summer school session, students used the Fast ForWord Middle & High School product for an average of 22 days over an average period of 35 calendar days, and completed 79% of the product content.

Assessment Results

Prior to the study, all of the students were reading below grade-level. Their MBA reading

scores averaged 83.6, where normal is considered 85-115. Using the grade-equivalent scores, the students, whose average grade level was 9.0, started out at an average grade-equivalence of 5.4.

By the end of the study, the students' average reading score increased from 83.6 to 92.5—well into the average range. Their grade-equivalence scores increased from grade 5.4 to grade 7.0 after the five-week period.

Of the 19 study participants, five students not only moved closer to grade-level, but surpassed it.

Discussion

All students in this study were reading below grade-level. Through both their progress in the Fast ForWord Middle & High School product and their improved assessment scores, these students have shown that they can improve their early reading and cognitive skills.

An optimal learning environment coupled with a focus on early reading and cognitive skills resulted in significant improvements for these students. Their results support earlier studies showing that using the Fast ForWord Middle & High School product results in stronger foundational reading skills, better positioning students to benefit from the classroom curriculum.

To find out more about this study, and how **Fast ForWord products** can benefit students in your classroom or district, please visit www.scilearn.com/resultsreports.

