

El Campo ISD gains 14 months in reading grade level

Implementation Objectives

The El Campo Independent School District in El Campo, TX, was interested in evaluating the Fast ForWord products through a case study involving the assessment of reading skills before and after participation on the Fast ForWord products. Students in the study were at risk second and third graders attending Hutchins Elementary School.

Methodology

School personnel tested the students' reading skills at the beginning and end of the study. Student performance was evaluated using the STAR Reading assessment. School personnel administered the assessment.

Educators were trained in:

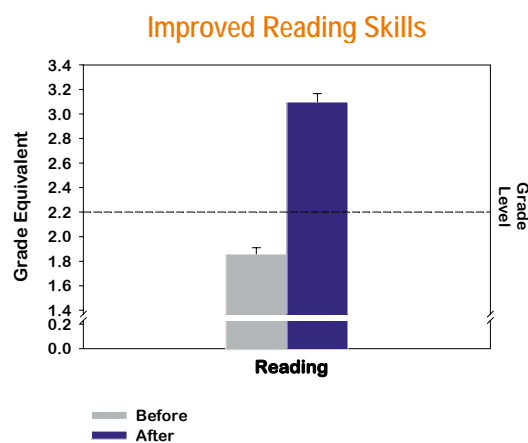
- Current findings on the neuroscience of how phonemic awareness and the acoustic properties of speech impact rapid development of language and reading skills
- Methods for assessing candidates for use of Fast ForWord
- Appropriate measures for testing and evaluation
- Effective implementation techniques
- Use of Progress Tracker reports to monitor student performance
- Techniques for measuring gains students achieve after they have finished using the product

Schedule of Use

Students participated 30, 48 or 50 minutes per day, five days per week, for eight to twelve weeks. On average, students used the Fast ForWord Language product for 34 days over a period of 63 calendar days, and completed 71% of the product content. Two-thirds of the students then went on to use the Fast ForWord Language to Reading product.

Assessment Results

The STAR Reading assessment is a criterion- and norm-referenced test of reading ability. It consists of computer adaptive multiple choice questions and is appropriate for grades 1 through 12.

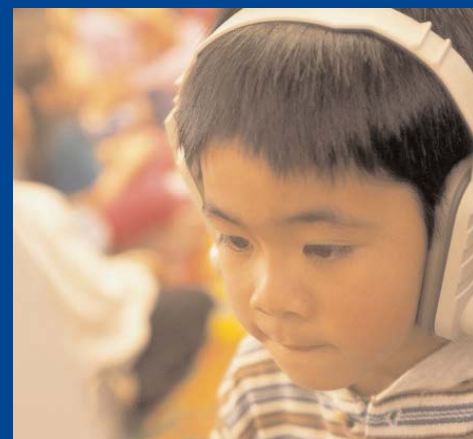


On average, before Fast ForWord participation, students were performing in the average range of reading ability. After Fast ForWord use, students overall made significant gains in reading skills, improving over one-third of a standard deviation, a gain corresponding to 14 months improvement in reading grade level. Individually by grade, second and third graders made significant improvements with both grades gaining 14 months in grade level and reading either at or above their grade level after Fast ForWord product use.

Educational Gains

The results found in this study support other studies demonstrating that using the Fast ForWord products results in the strengthening of foundational reading skills, better positioning students to partake in the classroom curriculum.

Students achieved significant gains in reading.



Program Study Statistics

School year:
2004 – 2005

Number of Students:
167 students

Grade Level:
Second and third grades

Products Used:
Fast ForWord Language
Fast ForWord Language to Reading

Assessment tool used:
STAR Reading

School Structure:
Rural