

At risk students in Arizona improve 3 ½ years in reading skills

Implementation Objectives

PPEP TEC, an alternative high school in Tucson for students at risk of becoming permanent dropouts of the Arizona public educational system, was interested in evaluating the effects of the Fast ForWord products on the reading skills of its students. The school used a case study involving the assessment of student reading achievement before and after participation on the Fast ForWord products.

Methodology

School personnel tested the students' reading skills at the beginning and end of the study using subtests from the Woodcock-Johnson III Tests of Achievement or the Brigance Comprehensive Inventory of Basic Skills. School personnel administered the assessments.

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

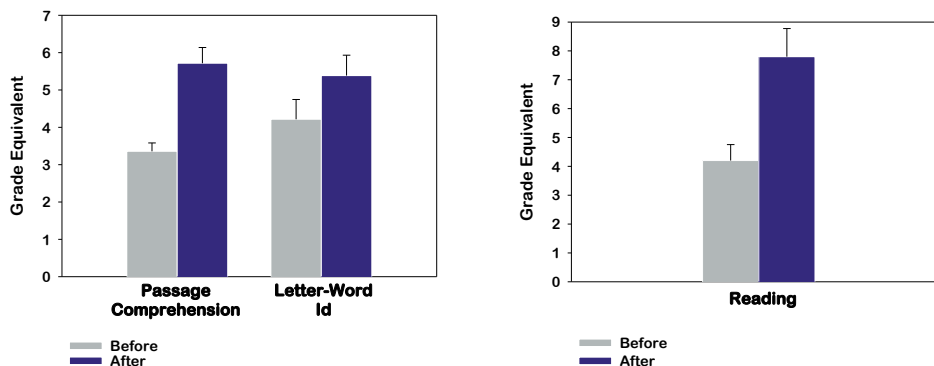
Schedule of Use

Students participated 48 or 50 minutes per day, five days per week, for eight to twelve weeks.

Assessment Results

The WJ III is a wide-range, comprehensive set of individually administered tests for measuring cognitive abilities, scholastic aptitudes, and achievement. The Brigance CIBS is designed to measure a student's developmental and academic skills, including writing, reading, reading comprehension, mathematics, and listening comprehension.

Improved Reading Skills



Before Fast ForWord participation, the students, who were 15 – 21 years old, were performing at an average grade-equivalent level of third or fourth grade. On average, the students made substantial gains in reading skills following Fast ForWord participation, with improvements of up to 3 ½ years in grade level on the Brigance CIBS. Students also, on average, gained more than two years on Passage Comprehension and approximately 14 months on Letter-Word Identification.

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
- Passage Comprehension
- Letter-Word Identification



Program Study Statistics

School years:

2005-2006
2006-2007

Number of Students:

17 students

Ages:

Fifteen through twenty-one years

Products Used:

Fast ForWord Middle & High School
Fast ForWord to Literacy Advanced
Fast ForWord Language to Reading
Fast ForWord to Reading 1
Fast ForWord to Reading 2
Fast ForWord to Reading 3
Fast ForWord to Reading 4
Fast ForWord to Reading 5

Assessment tool used:

Woodcock-Johnson III Tests of Achievement

Brigance Comprehensive Inventory of Basic Skills

School Structure:

Suburban

For detailed analysis of this data or to request other reports showing significant academic gains following use of the Fast ForWord family of products go to: www.scilearn.com/resultsreports

Contact us for more information:

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