

Pilot study students pass the GEE after Fast ForWord participation

Implementation Objectives

The Lafourche Parish Public Schools were interested in evaluating the impact of the Fast ForWord products on high school students who were struggling to pass the Graduate Exit Exam. During the 2007 – 2008 school year, a group of struggling high school students who had failed the Graduate Exit Exam used the Fast ForWord products before retaking the exam.

Methodology

School personnel tested the students' reading skills at the beginning and end of the study with the Graduate Exit Exam (GEE). School personnel administered the assessment.

At each school, educators were trained in:

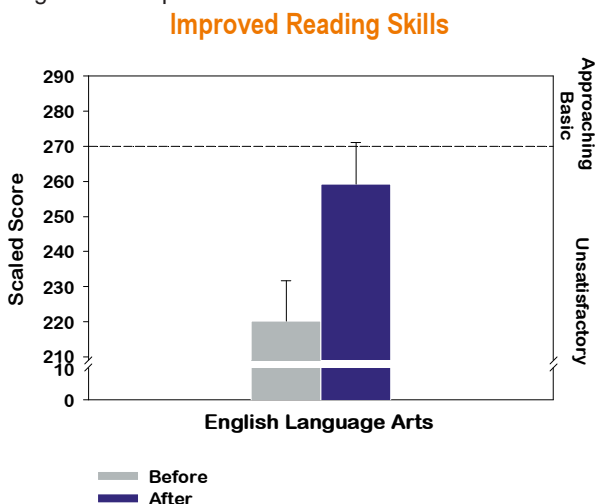
- Current findings on the neuroscience of how phonemic awareness and the acoustic properties of speech impact rapid development of language and reading skills
- Methods for assessing candidates for use of Fast ForWord
- Appropriate measures for testing and evaluation
- Effective implementation techniques
- 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 used the 30- and 50-Minute protocols which call for students to use the products for 30 or 50 minutes a day, five days per week for eight to sixteen weeks. All the students completed the Fast ForWord Literacy product and used part of the Fast ForWord Reading Level 3 product during a period of one month before retaking the Graduate Exit Exam. Some students also used the Fast ForWord Literacy Advanced product.

Assessment Results

The Graduate Exit Exam (GEE) is a criterion-referenced test aligned with Louisiana curricular content. Students initially take the English / Language Arts subtests in 10th grade; they may retake the tests in the summer or fall. Students must achieve a score of Approaching Basic or above on the reading section in order to be eligible for a standard high school diploma.



On average, students who used Fast ForWord products made significant gains on the English Language Arts section of the GEE, improving their scores 39 points. Initially, all eight students were performing at the Unsatisfactory level on the GEE and were therefore not eligible for a standard high school diploma. Following Fast ForWord participation seven of the eight improved their scores. Four made the gains necessary to reach Approaching Basic or above, and pass the GEE. These students became eligible for a standard high school diploma.

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 became eligible for standard high school diplomas.



Program Study Statistics

School years:
2007-2008

Number of Students:
8 students

Grade Level:
High school

Products Used:
Fast ForWord Literacy
Fast ForWord Literacy Advanced
Fast ForWord Reading Level 3

Assessment tool used:
Graduate Exit Exam (GEE)

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

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