

Alternative high school students in Arizona improve reading skills by 3 ½ years in 3 months.

Implementation Objectives

PPEP TEC High School provides quality educational services for students ages fifteen through twenty-one in grades 9 through 12 who are at risk of becoming permanent dropouts of the Arizona public educational system. Personnel at PPEP TEC were interested in evaluating the effects of the Fast ForWord products on the reading skills of their students. The school used a case study involving the assessment of student reading ability 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 with the Brigance Comprehensive Inventory of Basic Skills (CIBS) and the Woodcock-Johnson III Tests of Achievement (WJ III). School personnel administered the assessments.

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

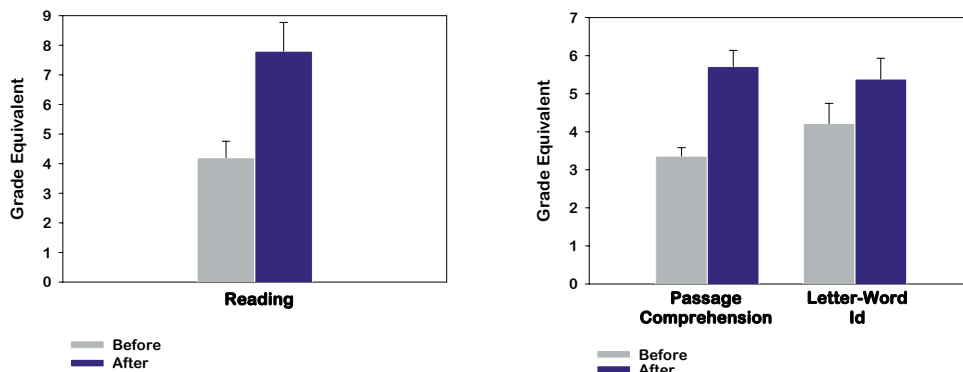
Schedule of Use

Students at the school used the 50-Minute protocols. Most started with the Fast ForWord Middle & High School product, participating for 20 days during 2 ½ months. Nearly half the students then continued on to additional products. In all, students used the products for an average of 25 days over a period of three months.

Assessment Results

The CIBS was administered to one group of students while the Letter-Word ID and Passage Comprehension subtests of the WJ III were administered to another group.

Improved Reading Skills



After Fast ForWord participation, both groups of students, who were initially many years below grade-level, made substantial improvements in their reading skills. On the basic reading skills measured by the CIBS, average improvement was 3 ½ years in three months (left graph); on the Passage Comprehension subtest of the WJ III, students achieved an average improvement of two years (right graph).

Educational Gains

The results found in this study support other studies demonstrating that using the Fast ForWord products strengthens foundational reading skills, resulting in improved reading comprehension.

Students achieved gains in reading.



Program Study Statistics

School year:
2005 – 2006 & 2006 – 2007

Number of Students:
17 students

Grade Level:
Ninth through twelfth grade

Products Used:
Fast ForWord Middle & High School
Fast ForWord to Literacy Advanced
Fast ForWord to Reading 3

Assessment tool used:
Woodcock-Johnson Tests of
Achievement – 3rd Edition (WJ III)
Brigance Comprehensive Inventory of
Basic Skills (CIBS)

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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