

Research and Outcomes Department

Albuquerque Public School District, NM

High school students at Manzano High School in the Albuquerque Public School District in New Mexico used the Fast ForWord products during the 2003 – 2004 school year. Two-thirds of the students were receiving special education services and all were struggling with language and reading skills.

The Program Evaluation

Before and after Fast ForWord participation, students were evaluated with the Diagnostic Screening Test: Reading (DSTR) and/or the Test of Auditory-Perceptual Skills: Upper Level (TAPS: UL).

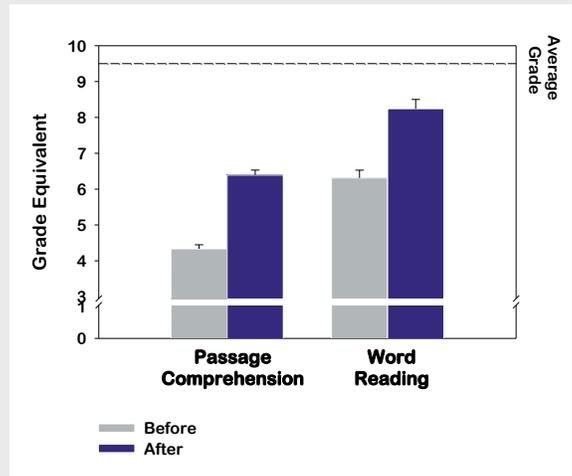
The DSTR is a battery of tests designed to quickly evaluate a student's reading skills. Two major objectives are to evaluate Word Reading and Comprehension of Passages. Word Reading includes subtests to measure phonics and sight word reading proficiency.

The TAPS: UL measures a student's ability to understand and follow directions, recall words, sentences, and numbers from memory, use reason to solve problems, and discriminate word sounds. It is designed for students aged 12 to 18 years old.

Approach and Methodology

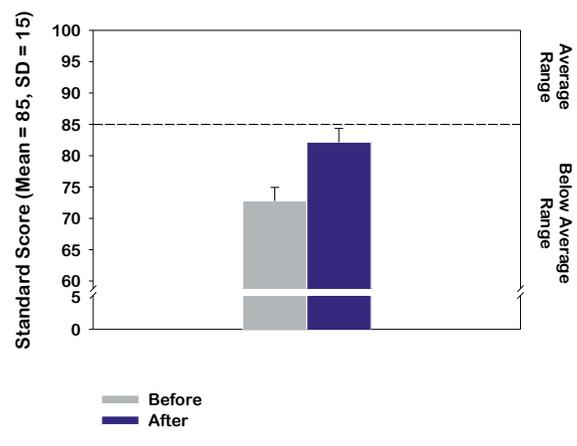
Educators were trained in current and established findings on the neuroscience of how phonemic awareness and the acoustic properties of speech impact rapid development of language and reading skills; methods for assessing potential product participants; the selection of appropriate measures for testing and evaluation; effective implementation techniques; approaches for monitoring student performance; and techniques for measuring the gains students have achieved after they have finished using the product. This training helped ensure successful product implementation.

Improved Reading Skills



Scores on the Diagnostic Screening Test: Reading showed that students, on average, made significant improvements in their reading ability after participation on the Fast ForWord products.

Improved Language Skills



Standard scores on the TAPS: UL, on average, showed that students made significant gains in language ability after using the Fast ForWord products.

Participation

One hundred and eight students participated in this study and had pre- and post-participation data available for analysis. The school chose to use the 90-minute Fast ForWord Middle & High School and the 90-minute Fast ForWord Language to Reading protocols.

Before using the Fast ForWord products, the group of students was in the below average range of language ability and performing below their grade level in reading skills. After participating on the Fast ForWord products, the group showed significant improvements in their language and reading skills, gaining up to two years in grade level.

Assessment Results

Overall, after Fast ForWord product use, students made significant improvements in their language and reading abilities.

Discussion

Cognitive and early reading abilities are critical for all students, impacting their ability to benefit from instruction, follow instructions, and participate in class discussions. Strong linguistic skills also provide a critical foundation for building reading and writing skills.

Scores from before and after participation on the Fast ForWord products show that, on average, students who used the products achieved significant increases in measures of their language and reading abilities. This suggests that using the Fast ForWord products strengthened the students' foundational skills and helped them benefit more 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 contact us.**

info@scilearn.com

[1-888-282-7401](tel:1-888-282-7401)

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