

## Dallas ISD, Texas: Significant Gains in Reading for Second Language Learners and Special Education Students

### Implementation Objectives

The Dallas Independent School District in Dallas, TX, was interested in evaluating the effects of the Fast ForWord products on the reading skills of English Language Learners or students who were receiving special education services. They used a case study involving the assessment of reading achievement before and after participation on the Fast ForWord products. Students in the study were in ninth through twelfth grades.

### Methodology

School personnel tested the students' reading skills at the beginning and end of the study using the Gates-MacGinitie Reading Tests (GMRT). School personnel administered the assessment.

At each school, educators were trained in:

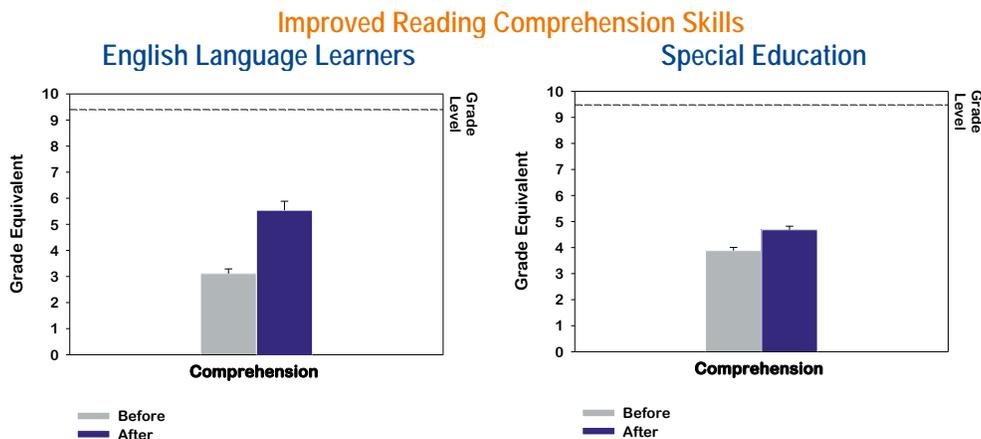
- Current findings on the neuroscience of how phonemic awareness and the acoustic properties of speech impact rapid development of language and reading skills
- Methods for assessing candidates for use of Fast ForWord
- Appropriate measures for testing and evaluation
- Effective implementation techniques
- 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 participated 48, 50, or 90 minutes per day, five days per week, for four to twelve weeks. On average, students used the Fast ForWord Middle & High School product for 43 days and completed 63% of the product content.

### Assessment Results

The GMRT is used to assess a student's decoding, vocabulary, and passage comprehension skills. In the Comprehension subtest, the student must read passages of progressively increasing difficulty. This subtest measures the student's understanding of complex written material.

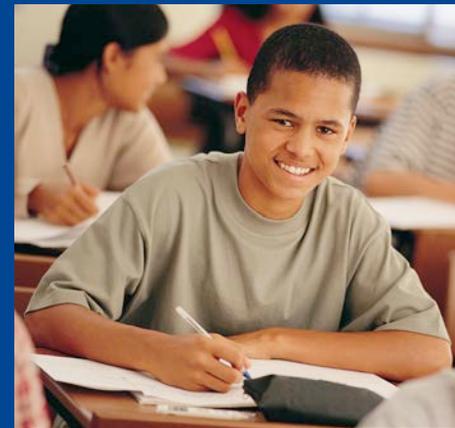


After Fast ForWord participation, the group of students who were learning English significantly improved their reading comprehension skills by over one standard deviation—a gain of over two years in reading grade-level. Students who were receiving special education services had, on average, significant improvements of one-fourth of a standard deviation, corresponding to nine months gain in reading comprehension skills.

### 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 Comprehension.



### Program Study Statistics

**School year:**  
2004 – 2005

**Number of Students:**  
138 students

**Grade Level:**  
Ninth through twelfth grades

**Products Used:**  
Fast ForWord Middle & High School  
Fast ForWord Language to Reading  
Fast ForWord to Reading 3

**Assessment tool used:**  
Gates-MacGinitie Reading Tests (GMRT)

**School Structure:**  
Urban

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](http://www.scilearn.com/resultsreports)

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