

Four year longitudinal study shows students in Dallas ISD improve TAKS scores -- decrease achievement gap by 25%

Implementation Objectives

The Dallas Independent School District in Dallas, Texas was interested in evaluating the longitudinal effects of the Fast ForWord products on the reading skills of its students. The district used a case study involving the assessment of student reading ability each year for four years. The data represent students from twenty different Dallas ISD high schools.

Methodology

School personnel tested the students' reading skills with the Texas Assessment of Knowledge and Skills (TAKS) each year for four years. Students used Fast ForWord products at some point during those four years. Some students had three data points from before participation and one from after while others had only one or two data points from before, with the rest from after. 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

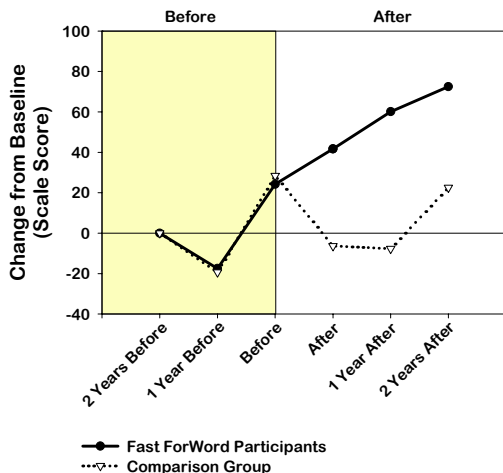
Schedule of Use

Students started with the Fast ForWord Middle & High School product. Many went on to use the Fast ForWord Language to Reading and Fast ForWord to Reading products. On average, students spent 60 days using the products during a 5 ½ month period.

Assessment Results

The TAKS is administered annually throughout Texas and is closely aligned with the state curricular standards. Average student performance on the TAKS varies by grade and year.

Achievement Steadily Improves After Participation



Average scores were calculated for two years before participation, one year before, immediately before, immediately after, one year after, and two years after. These averages were compared to statewide averages for students in comparable grades and years. The average score two years before participation was used as the baseline.

During the three test administrations prior to Fast ForWord use, participants' TAKS scores varied in a manner similar to that of their peers, statewide. After Fast ForWord participation, students made significant improvements in their TAKS scores relative to their peers. The initial achievement gap

between the struggling Dallas ISD students in the study, and their peers, was approximately 200 points. After participation, the gap decreased by 25%.

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, and maintained those gains.



Program Study Statistics

School years:
2004-2007

Number of Students:
544 students

Grade Level:
Secondary

Products Used:
Fast ForWord Middle & High School
Fast ForWord Language to Reading
Fast ForWord to Literacy Advanced
Fast ForWord to Reading 1
Fast ForWord to Reading 2
Fast ForWord to Reading 3
Fast ForWord to Reading 4

Assessment tool used:
Texas Assessment of Knowledge and Skills (TAKS)

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

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