

Students improve reading skills after using a 30-Minute Protocol

Implementation Objectives

Five schools across the U.S. were interested in evaluating two different protocols of the Fast ForWord products: half of the students were assigned to use a 30-Minute Protocol and the other half used a 50-Minute Protocol. The studies were designed as an experimental study involving the assessment of various reading skills before and after participation on either the 30-Minute or 50-Minute Protocol of the Fast ForWord product. Students were elementary and middle school students.

Methodology

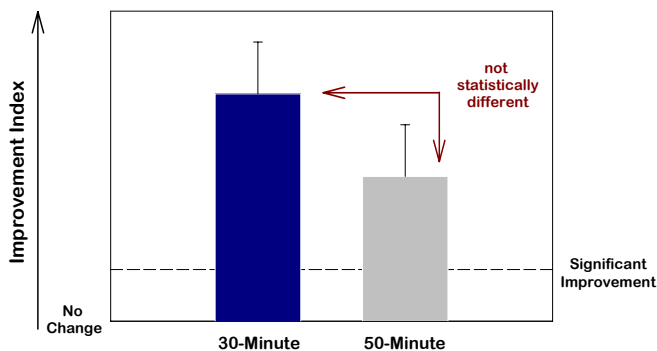
School personnel tested the students' early reading skills at the beginning and end of the study. Four different assessments were used in these studies, depending on the age of the students and the Fast ForWord product that was used: Test of Phonological Awareness (TOPA), Test of Word Reading Efficiency (TOWRE), Gates-MacGinitie Reading Tests (GMRT), Reading Progress Indicator, and Terra Nova Survey. School personnel administered and/or monitored all the assessments.

Schedule of Use

Students participated 30 or 50 minutes per day, five days per week, for six to twelve weeks. Although students using the 30-Minute Protocol required more days to reach completion levels on the products, both groups completed similar content levels that were over 70%.

Assessment Results: Improved Reading Skills

Various assessments were used to evaluate the reading skills of the students in this study, both before and after the students participated on the Fast ForWord products.



Statistically, there was no difference between the pre-test scores of the 30-Minute Protocol groups and the 50-Minute Protocol groups, showing that statistically, before Fast ForWord participation, the two protocol groups performed on similar levels. Statistical analyses also showed

that after Fast ForWord participation, both protocol groups achieved statistically similar gains, as shown in the figure. Average gains (post-test minus pre-test) on standardized assessments for students who used the 30-Minute Protocols were recorded for all of the reading skill areas tested, including phonological awareness, word reading efficiency, and vocabulary.

Results are shown using z-scores for participants to create uniformity across the various assessments and in some cases students with low product use or participation were removed for graphing purposes only. All statistical analyses were conducted as two-group studies per product and included age-corrected standard scores for all participants in the study.

Conclusion

Students using the 30-Minute Protocol showed no statistically significant difference in achievement compared to students who used the 50-Minute Protocol. Further, both the 30- and 50-Minute Protocol groups showed significant gains on measures of reading skills.



Program Study Statistics

School year:
2006 – 2007

Number of Students:
379 students

Grade Levels:
First through third and
Sixth through eighth

Products Used:
Fast ForWord Language
Fast ForWord Language to Reading
Fast ForWord to Reading 1
Fast ForWord to Reading 2
Fast ForWord to Reading 3
Fast ForWord to Reading 4
Fast ForWord to Reading 5

Assessment tools used:
Test of Phonological Awareness
Test of Word Reading Efficiency
Gates-MacGinitie Reading Tests
Reading Progress Indicator
Terra Nova Comprehensive Tests
of Basic Skills Survey

School Structures:
Rural, Suburban

For the completed reports on these studies and more information showing significant academic gains following use of the Fast ForWord family of products go to: www.scilearn.com/resultsreports

Customer Service:
Phone: 888-358-0212 (US & Canada)
Phone: 701-298-6376 (International)
Email: customerservice@scilearn.com