

Low-performing students shift to higher percentiles in all academic areas

Implementation Objectives

The Pacifica School District in Pacifica, CA, was interested in evaluating the Fast ForWord products. The study was designed as a case study involving the assessment of academic achievement before and after participation on the Fast ForWord products. Students in the study were attending Oddstad Elementary School in the Pacifica School District.

Methodology

School personnel tested the students' academic achievement at the beginning and end of the study. Student performance was evaluated using the Stanford Achievement Test Series, Ninth Edition (SAT-9). School personnel administered the assessments.

At each school, participating 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

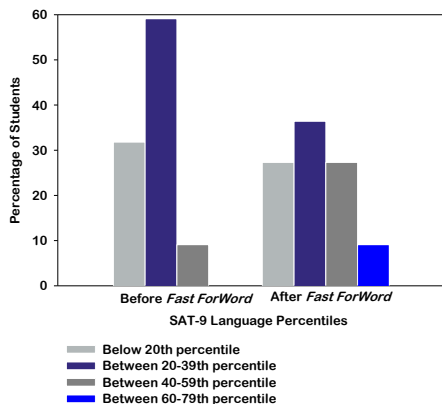
Schedule of Use

The school district used the Fast ForWord 90- and 100-minute protocols, which call for participation 90 or 100 minutes per day, five days per week, for four to eight weeks. On average, students used the Fast ForWord Language product for 23 days over a period of 46 calendar days, and completed 75% of the product content. Some students went on to use the Fast ForWord Language to Reading product.

Assessment Results

The SAT-9 is a nationally standardized measure of academic achievement. It includes subtests in Language, Reading, Spelling, and Math.

Language Shifts to Upper Percentiles



Across the four subtests, there was significant improvement in the students' percentile ranks. Before Fast ForWord participation, only two students had Language scores at or above the 40th percentile. After Fast ForWord participation, eight students had Language scores at or above the 40th percentile, with some of these reaching above the 60th percentile. On average, their score improved from 24.7 to 32.2. The Reading, Spelling, and Math subtests also shifted toward the upper percentiles.

Educational Gains

The results found in this study support other studies demonstrating that using the Fast ForWord products results in the strengthening of foundational skills, better positioning students to partake in the classroom curriculum.

Students achieved significant gains in Language, Reading, Spelling, and Math.



Program Study Statistics

School years:

2001 – 2002, 2002 – 2003

Number of Students:

23 students

Grade Level:

Second through fifth grades

Products Used:

Fast ForWord Language
Fast ForWord Language to Reading

Assessment tool used:

Stanford Achievement Test Series, Ninth Edition (SAT-9)

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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