

Cobb County School District improves reading skills at 10 times the expected rate

Implementation Objectives

The Cobb County School District in Marietta, GA, was interested in evaluating the Fast ForWord products. The study was designed as a case study involving the assessment of reading and literacy skills before and after participation on the Fast ForWord products. Students in the study were attending elementary schools in the Cobb County School District.

Methodology

School personnel tested the students' reading skills at the beginning and end of the study. Student performance was evaluated using several tests, including the Basic Literacy Test and the Scholastic Reading Inventory. 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

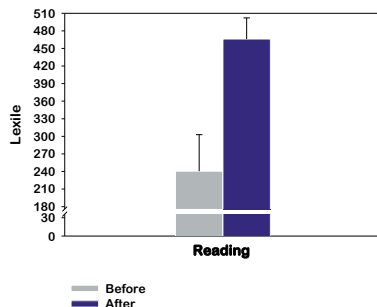
Schedule of Use

The school district used the Fast ForWord Language 100-minute protocol, which calls for participation 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 45 calendar days, and completed 67% of the product content. Some students went on to use the Fast ForWord Language to Reading product.

Assessment Results

The Scholastic Reading Inventory (SRI) is a reading comprehension test that expresses each student's score in terms of Lexiles. On average, students are expected to progress about three Lexiles per week. The Basic Literacy Test (BLT) is the assessment portion of Georgia's Reading First program. It measures decoding skills, sight-word knowledge, and reading comprehension.

Improved Reading Comprehension



Significant gains were seen on both of the tests. Before Fast ForWord participation, students' average score on the SRI was 240 Lexiles. After Fast ForWord participation, their scores increased to 450—an improvement ten times greater than the 21 Lexiles expected. Before Fast ForWord participation, twenty-seven of the students were classified as non-readers. After Fast ForWord participation, sixteen of those non-readers became readers. On the BLT, students' average increased significantly, from slightly below 35 to nearly 55.

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 skills.



Program Study Statistics

School year:
2001 – 2002

Number of Students:
215 students

Grade Level:
Elementary grades

Products Used:
Fast ForWord Language
Fast ForWord Language to Reading

Assessment tools used:
Basic Literacy Test
Scholastic Reading Inventory

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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