

Students gain 17 percentiles in early reading after 8 weeks

Implementation Objectives

The Puyallup School District in Puyallup, WA, was interested in evaluating the Fast ForWord products. The study was designed as a case study involving the assessment of language and early reading skills before and after participation on the Fast ForWord products. Students in the study were attending Maplewood and Zeiger Elementary Schools in the Puyallup School District.

Methodology

School personnel tested the students' language and early reading skills at the beginning and end of the study. Student performance was evaluated using the Comprehensive Test of Phonological Processing (CTOPP) and the Test of Language Development, 2nd Edition (TOLD). 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

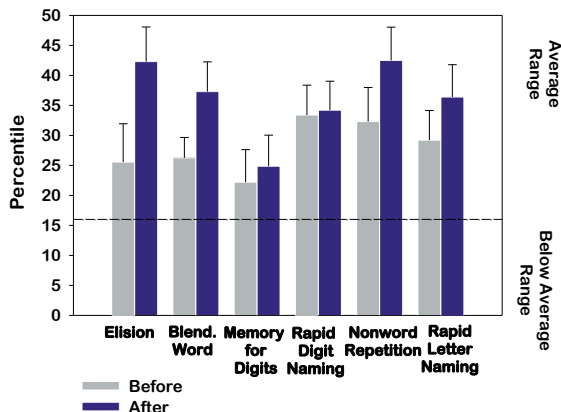
Schedule of Use

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 32 days over a period of 54 calendar days, and completed 69% of the product content. Some students went on to use the Fast ForWord Language to Reading or Fast ForWord to Reading 3 products.

Assessment Results

The CTOPP measures a student's awareness of, and access to, the phonological structure of oral language. The Institute for the Development of Educational Achievement recognizes the CTOPP as an appropriate assessment to measure improvement in the phonemic awareness skills of children in early elementary school. The TOLD is a comprehensive test of language skills that assesses the ability to understand word meanings, sentences, and the relationships between words.

Improved Phonological Awareness



Significant gains were seen on both of the tests. Before Fast ForWord participation, average CTOPP scores ranged from the 23rd to 34th percentiles. After Fast ForWord participation, scores increased significantly across the subtests, with average gains of up to 17 percentiles. Across all subtests on the TOLD, mean scores improved from the 16th to the 24th percentile.

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 early reading skills.



Program Study Statistics

School year:
2002 – 2003

Number of Students:
21 students

Grade Levels:
Second through sixth grades

Products Used:
Fast ForWord Language
Fast ForWord Language to Reading
Fast ForWord to Reading 3

Assessment tools used:
Comprehensive Test of Phonological Processing (CTOPP)
Test of Language Development, 2nd Edition (TOLD-2)

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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