

Fast ForWord participants outperform comparison group in Grainger County

Implementation Objectives

G. Greg Marion, of East Tennessee State University, worked with the Grainger County School District to evaluate the Fast ForWord Language product's effectiveness at improving the academic achievement of students. Study participants were fifth and sixth grade students attending four elementary schools in the Grainger County SD. The Fast ForWord Language product was used by students in three of the schools; students in the fourth school did not use the product and served as a comparison group.

Methodology

Before and after the Fast ForWord group used the product, student performance was evaluated by examining the progress on the Terra Nova Comprehensive Tests of Basic Skills. All assessments were administered by school district personnel.

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

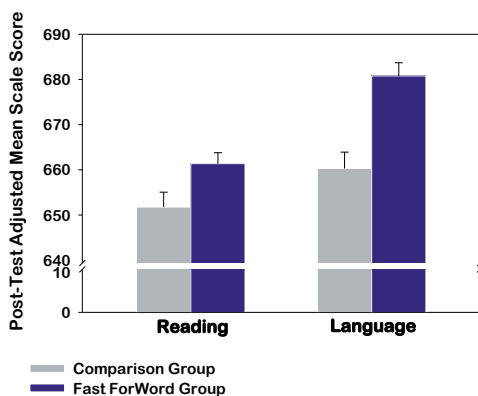
Schedule of Use

Students participated 90 minutes per day, five days per week, for six to eight weeks. For the purposes of this study, students were required to continue their Fast ForWord participation until they had achieved 90% complete on the Circus Sequence exercise.

Assessment Results

The Terra Nova CTBS is a standardized, nationally-normed test of achievement. The content in the Language and Reading subtests is aligned with contemporary classroom curricula, standards for English/Language Arts, and the conceptual frameworks of the National Assessment of Educational Progress. Tennessee schools test students in grades three through eight each spring as part of the state mandated Tennessee Comprehensive Assessment Program.

Greater Reading and Language Gains



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To evaluate the impact of Fast ForWord participation, the researcher compared post-test scores that were adjusted to control for prior academic differences.

Fast ForWord participants achieved significantly higher adjusted post-test scores than students in the comparison group on both the Reading and Language subtests of the Terra Nova CTBS.

These positive results in reading and language achievement were seen across several variables, including gender, socioeconomic status, and ability level.

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 and language skills, better positioning students to partake in the classroom curriculum.

Students achieved significant gains in reading and language.



Program Study Statistics

School year:
2002-2003

Number of Students:
446 students

Grade Level:
Fifth and sixth grades

Product Used:
Fast ForWord Language

Assessment tool used:
Terra Nova Comprehensive Tests of Basic Skills

School Structure:
Rural

The complete study is reported in: Marion, G.G. (2004). An Examination of the Relationship Between Students' Use of the Fast ForWord Reading Program and Their Performance on Standardized Assessments in Elementary Schools. Doctor of Education dissertation, East Tennessee State University.

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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