

Springfield students surpass their peers in early reading

Implementation Objectives

The Springfield City School District in Springfield, OH was interested in evaluating the Fast ForWord products. The study was designed as a randomized comparison trial involving the assessment of early reading skills before and after participation on the Fast ForWord products. Students in the study were first and second graders attending Kenwood Heights Elementary School.

Methodology

Each participating student was randomly assigned to either the Fast ForWord group or a comparison group. School personnel tested the early reading skills of all students at the beginning and end of the study. Student performance was evaluated using the Test of Phonological Awareness (TOPA).

At each school, participating educators were trained in:

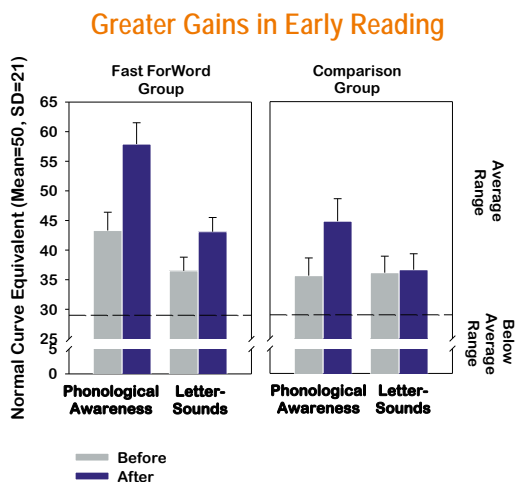
- Current findings on the neuroscience of how phonemic awareness and the acoustic properties of speech impact rapid development of language and reading skills
- Methods for assessing candidates for use of Fast ForWord
- Appropriate measures for testing and evaluation
- Effective implementation techniques
- 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 used the Fast ForWord 48-minute protocol, which calls for participation 48 minutes per day, five days per week, for eight to twelve weeks. On average, students used the Fast ForWord to Reading 1 product for 24 days over a period of 36 calendar days, and completed 81% of the product content. Students in the comparison group did not use the Fast ForWord product.

Assessment Results

The TOPA is a nationally-normed, group-administered measure of phonological awareness. The Phonological Awareness subtest measures the student's ability to isolate individual phonemes in spoken words. The Letter-Sounds subtest measures the student's ability to understand the relationships between letters and phonemes in English.



Students in the Fast ForWord group showed significantly greater gains on both subtests than students in the comparison group. At the end of the study, the students who participated in Fast ForWord showed average improvements of 14.6 points in Phonological Awareness and 6.5 points in Letter-Sounds. By contrast, the comparison group showed an improvement of 9.2 points in Phonological Awareness, and almost no change in Letter-Sounds.

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.

Fast ForWord students achieved significant gains in Phonics and Phonemic Awareness.



Program Study Statistics

School year:
2004 – 2005

Number of Students:
93 students

Grade Levels:
First and second grades

Product Used:
Fast ForWord to Reading 1

Assessment tool used:
Test of Phonological Awareness (TOPA)

School Structure:
Urban

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

Contact us for more information:
1-888-282-7401 (US and Canada)
info@scilearn.com
www.scientificlearning.com