

# Pocatello/Chubbuck SD 25 continues to show gains in reading after Fast ForWord

## Implementation Objectives

The Pocatello/Chubbuck School District 25 in Pocatello, Idaho, used a case study to evaluate longitudinal effects of the Fast ForWord products. This involved the assessment of reading skills before, after and up to 18 months after participation on the Fast ForWord products. Students in the study were seventh through eleventh graders.

## Methodology

School personnel tested the students' reading skills at the beginning and end of the study. Student reading performance was evaluated using the Idaho Standards Achievement Test (ISAT). School personnel administered the assessment.

At each school, educators were trained in:

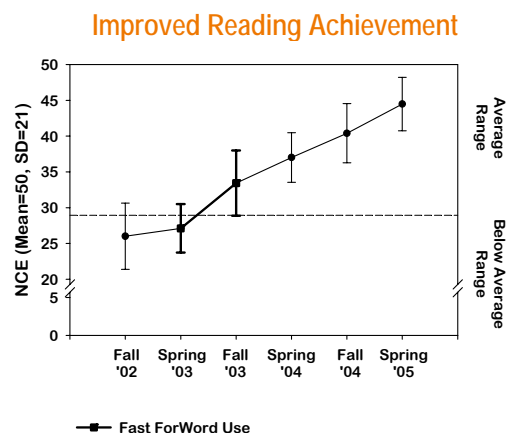
- Current findings on the neuroscience of how phonemic awareness and the acoustic properties of speech impact rapid development of language and reading skills
- Methods for assessing candidates for use of Fast ForWord
- Appropriate measures for testing and evaluation
- Effective implementation techniques
- 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

During the summer of 2003, students participated on the Fast ForWord Middle & High School product for 90 minutes per day, five days per week. On average, students used the product for 21 days over a period of 34 calendar days, and completed 87% of the product content. A few students also used the Fast ForWord Language to Reading product.

## Assessment Results

The ISAT is a computerized, standards-based state assessment that contains multiple choice questions and is appropriate for grades 2 through 10. The test has reading, language arts, and math sections and is offered in the fall and spring of each academic year.



A MANOVA of student scores showed a significant difference in the time between pre- and post-Fast ForWord test administrations. Students, on average, were in the 13<sup>th</sup> percentile in the Spring of 2003 before Fast ForWord use. In the Fall of 2003, after participating in the products, the group of students reached the 22<sup>nd</sup> percentile. Students continued to make gains in reading achievement following product use and, two school years later, were in the 39<sup>th</sup> 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 and that strengthening these foundational skills provides benefits that last beyond the end of participation.

Students achieved significant gains in reading.



## Program Study Statistics

**School years:**  
2002-2005

**Number of Students:**  
12 students

**Grade Level:**  
Seventh through eleventh grades

**Products Used:**  
Fast ForWord Middle & High School  
Fast ForWord Language to Reading

**Assessment tool used:**  
Idaho Standards Achievement Test (ISAT)

**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](http://www.scilearn.com/resultsreports)

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