

Students in Van ISD, TX improve 1 year in reading grade level in 6½ months

Implementation Objectives

The Van Independent School District in Van, TX, was interested in evaluating the impact of the Fast ForWord products on the reading skills of their students. They used a case study involving the assessment of student reading achievement before and after participation on the Fast ForWord products. Study participants were third through fifth grade students who were at-risk for academic failure.

Methodology

School personnel tested the students' reading skills at the beginning and end of the study using the STAR Reading assessment. School personnel administered the assessment.

Educators were trained in:

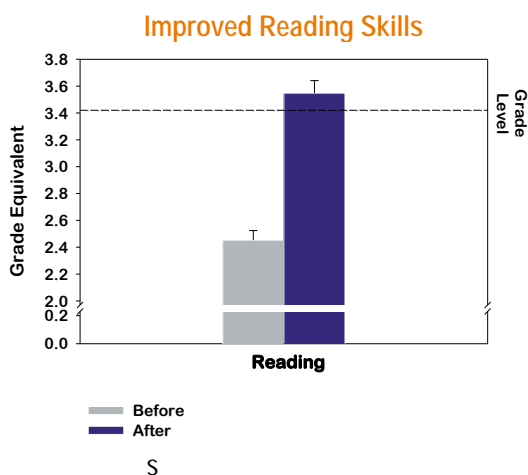
- Current findings on the neuroscience of how phonemic awareness and the acoustic properties of speech impact rapid development of language and reading skills
- Methods for assessing candidates for use of Fast ForWord
- Appropriate measures for testing and evaluation
- Effective implementation techniques
- 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 Van ISD started using Fast ForWord products in 2002 and had students use the products in a sequential manner (Fast ForWord Language followed by Fast ForWord Language to Reading followed by Fast ForWord to Reading 3.) At the time of pre-test in 2004 or 2005, some students had already participated in one or more products. During the period of this study, most students used and completed at least one Fast ForWord product.

Assessment Results

The STAR Reading assessment is a criterion- and norm-referenced test of reading ability. It consists of computer adaptive multiple-choice questions and is appropriate for grades 1 through 12.



Before using Fast ForWord products, the average NCE score was in the low average range. Students, overall, made significant gains in reading skills following Fast ForWord participation and moved well into the average range. In terms of grade equivalents, students had an average grade equivalent of 2.5 at pre-test, one year behind their average grade level of 3.4. An average of 6½ months later, after using Fast ForWord products, the grade equivalent for the participants rose to an average of 3.5, matching their actual grade 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 skills, better positioning students to partake in the classroom curriculum.

Students achieved significant gains in reading.



Program Study Statistics

School years:

2004 – 2005
2005 – 2006

Number of Students:

116 students

Grade Level:

Third through fifth grades

Products Used:

Fast ForWord Language
Fast ForWord Language to Reading
Fast ForWord to Reading 3

Assessment tool used:

STAR Reading

School Structure:

Rural

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:

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