

Fast ForWord participants in Redlands USD outperform district peers

Implementation Objectives

The Redlands Unified School District in Redlands, CA, was interested in evaluating the Fast ForWord products. They used a case study involving the assessment of student academic achievement before and after Fast ForWord participation. Study participants were students in third through fifth grade when they initially used Fast ForWord products.

Methodology

School personnel tested the students' academic skills at the beginning and end of the study using the California Standards Tests (CSTs) of the Standardized Testing and Reporting (STAR) program. 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

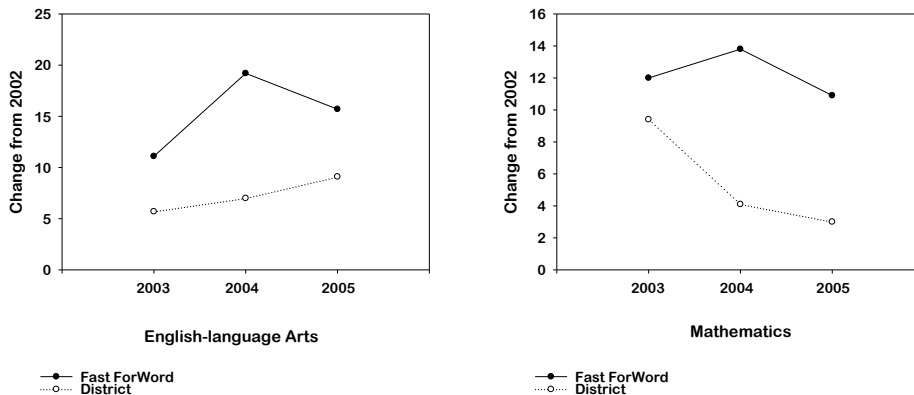
Schedule of Use

Students participated 90 or 100 minutes per day, five days per week, for four to six weeks. On average, students used the Fast ForWord Language product for 29 days over a period of 47 calendar days, and completed 82% of the product content.

Assessment Results

The CSTs assess student knowledge of state academic content standards and are administered annually to students in grades 2-11. Scores can be reported as scale scores ranging from 150 to 600. The minimum scale score for proficiency is 350.

Improved Academic Achievement



A MANOVA found a significant difference by time and by test and no significant differences between the gains made in English-language arts and Mathematics, indicating that students overall made significant improvements in both subject areas after Fast ForWord participation. Although the participants' district peers had higher average scale scores in both English-language arts and Mathematics, during Fast ForWord participation (2002-2003 and 2003-2004), the Fast ForWord users, overall, made greater gains, and these high gains were maintained.

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:

- English-language arts
- Mathematics



Program Study Statistics

School years:
2001 – 2005

Number of Students:
92 students

Grade Level:
Third through fifth grade

Products Used:
Fast ForWord Language
Fast ForWord to Reading 3

Assessment tool used:
California Standards Tests (CSTs)

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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