

# Students in Perrysburg, Ohio, improve their reading fluency after using Fast ForWord products

## Implementation Objectives

The Perrysburg Exempted Village Schools in Perrysburg, Ohio, were interested in evaluating the effects of the Fast ForWord products on the reading skills of the students. The schools used a multiple school quasi-experimental design where all second graders in two elementary schools used the Fast ForWord products in Fall, 2006, and the second graders in the other two elementary schools served as the comparison group. The students at all four elementary schools had their reading skills evaluated before and after the Fast ForWord participants used the products.

## Methodology

School personnel tested the students' reading skills at the beginning and end of the study with the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). School personnel administered the assessment.

At each school, educators were trained in:

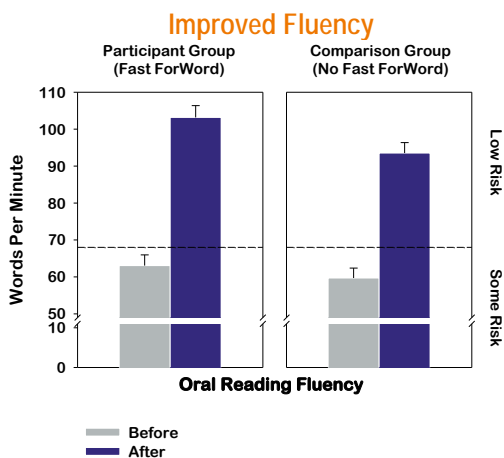
- Current findings on the neuroscience of how phonemic awareness and the acoustic properties of speech impact rapid development of language and reading skills
- Methods for assessing candidates for use of Fast ForWord
- Appropriate measures for testing and evaluation
- Effective implementation techniques
- 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 used the Fast ForWord products for 30 - 50 minutes per day, five days per week. Nearly all students used both the Fast ForWord Language and Fast ForWord Language to Reading products; some students used additional products. On average, students spent 57 days using Fast ForWord products during a four month period.

## Assessment Results

The DIBELS are standardized, individually administered measures of early literacy development designed to monitor the development of pre-reading and early reading skills. Oral Reading Fluency is the appropriate subtest for students in second grade.



Students who used Fast ForWord products as well as those in the comparison group made significant improvements on the Oral Reading Fluency subtest of the DIBELS with students who used Fast ForWord products improving more.

On average, struggling students (those beneath the Fall low-risk benchmark of 44 words per minute) who used Fast ForWord products improved more than the struggling students in the comparison group. At post-test, the Fast ForWord group read at an average 71 words per minute – above the low-risk benchmark for the winter.

## 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 fluency.



## Program Study Statistics

**School year:**  
2006-2007

**Number of Students:**  
308 students

**Grade Level:**  
Second Grade

**Products Used:**  
Fast ForWord Language Basics  
Fast ForWord Language  
Fast ForWord Language to Reading  
Fast ForWord to Reading 1

**Assessment tool used:**  
Dynamic Indicators of Basic Early  
Literacy Skills (DIBELS)

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

**Contact us for more information:**  
1-888-282-7401 (US and Canada)  
[info@scilearn.com](mailto:info@scilearn.com)  
[www.scientificlearning.com](http://www.scientificlearning.com)