

Fast ForWord students had 19% greater gains on state reading assessment than students in comparable grades

Implementation Objectives

The Sampson County Schools in Clinton, North Carolina were interested in evaluating the effects of the Fast ForWord products on the students' reading skills. The district used a multiple school case study involving the assessment of student reading ability before and after participation on the Fast ForWord products.

Methodology

School personnel tested the students' reading skills at the beginning and end of the study with the North Carolina End-of-Grade Test (EOG). School personnel administered the assessment.

At each school, educators were trained in:

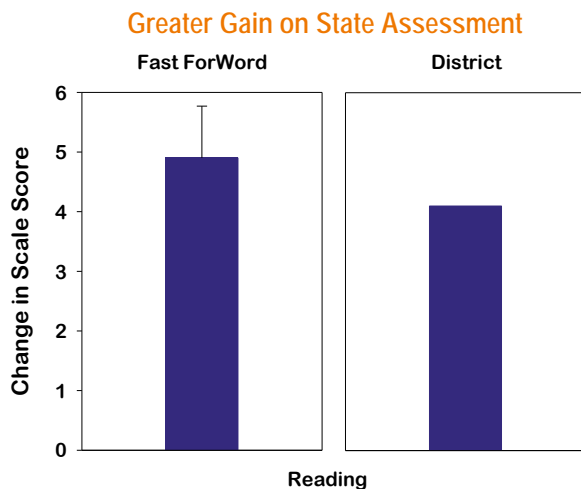
- Current findings on the neuroscience of how phonemic awareness and the acoustic properties of speech impact rapid development of language and reading skills
- Methods for assessing candidates for use of Fast ForWord
- Appropriate measures for testing and evaluation
- Effective implementation techniques
- 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 48- and 50-Minute Protocols of the Fast ForWord products which call for participation 48-50 minutes per day, five days per week, for eight to twelve weeks. All students used one or more of the Fast ForWord products during an average of 54 days.

Assessment Results

End of Grade (EOG) exams are North Carolina's high stakes assessment. Administered to students in third through eighth grade, they evaluate a students' reading and math skills.



The assessment is administered twice to third graders so there is a basis of comparison.

The EOG scores of Fast ForWord participants were matched to average scores for students in comparable grades in the Sampson County Schools. The Fast ForWord students showed an average improvement on the EOG that was 19% greater than their district counterparts who did not use Fast ForWord products.

In addition to the improvements that were evident in the students' EOG results, it is important to take note of other changes in the students. Many teachers at the schools noted that after using the Fast ForWord products, the students were more focused and participated more in the classroom. Teachers found that students were better at following directions and the teachers did not have to repeat the instructions as many times. In addition, the students had more self-confidence.

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:
2006-2007

Number of Students:
306 students

Grade Level:
Third through eleventh

Products Used:
Fast ForWord Language
Fast ForWord Language to Reading
Fast ForWord to Literacy
Fast ForWord to Literacy Advanced

Assessment tool used:
North Carolina End-of-Grade Tests (EOG)
STAR Reading Test

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

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