

Longitudinal study shows Fast ForWord participants outperformed comparison group and 50% more improved performance level on high stakes test

Implementation Objectives

The Lawrence Public Schools of Lawrence, MA, were interested in evaluating the effectiveness of the Fast ForWord products on their students' reading skills. They used a case study involving the assessment of student reading skills before and after participation on the Fast ForWord products. The study participants included a group of students who used Fast ForWord products and a comparison group that did not receive any special reading instruction.

Methodology

School personnel tested the students' early reading skills before and after Fast ForWord participation using the Massachusetts Comprehensive Assessment System (MCAS).

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

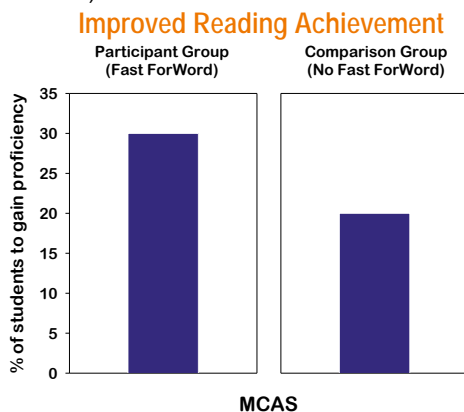
Schedule of Use

Students participated in the 48-, 50- and 90- Minute protocols which call for students to use the products 48, 50 or 90 minutes per day, five days per week for six to ten weeks.

Students participated for approximately 10 months, or one full school year.

Assessment Results

The MCAS is used to evaluate all public school students in Massachusetts based on the Massachusetts Curriculum Framework learning standards. All students in Grades 3-10 take the MCAS in the spring of each year. MCAS Scores were available from Spring, 2005 (before Fast ForWord use), Spring 2006 (after Fast ForWord use) and Spring 2007 (one year later).



At the time of the Spring 2005 MCAS administration, before Fast ForWord participation, the students in the Fast ForWord group had significantly lower scores than the students in the comparison group. After using the products during the subsequent school year, the Fast ForWord participants made greater MCAS gains than the students in the comparison group such that not only was the difference between the two groups gone, but the Fast ForWord participants performed slightly better on the 2006 MCAS than the students in the comparison group. In addition, 30% of the Fast ForWord participants who were initially below

proficiency improved one or more levels while only 20% of the students in the comparison group did so. In a longitudinal study, the gains of the Fast ForWord participants were maintained in 2007.

Educational Gains

The results found in this study support other studies demonstrating that using the Fast ForWord products results in the strengthening of foundational language skills, better positioning students to partake in the classroom curriculum.

Students achieved significant gains in reading achievement.



Program Study Statistics

School year:
2005 – 2007

Number of Students:
1395 students

Grade Level:
Second through tenth grade

Products Used:
Fast ForWord Language
Fast ForWord Language to Reading
Fast ForWord Reading Level 1
Fast ForWord Reading Level 2

Assessment tool used:
Massachusetts Comprehensive
Assessment System (MCAS)

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

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