

Longitudinal study shows Fast ForWord participants made significant gains and maintained them one year later

Implementation Objectives

The Waterford Public Schools in Waterford, CT, were interested in evaluating the effectiveness of the Fast ForWord products on their students' reading skills. They used a longitudinal study involving the assessment of student reading skills in the spring of 2006, 2007, 2008. Participants were elementary and middle school students who used the Fast ForWord products during the 2006-2007 or 2007-2008 school year.

Methodology

School personnel tested the students' early reading skills before and after Fast ForWord participation using the Degrees of Reading Power (DRP), a norm-referenced component of the Connecticut Mastery Test (CMT) and Reading Progress Indicator (RPI).

Educators were trained in:

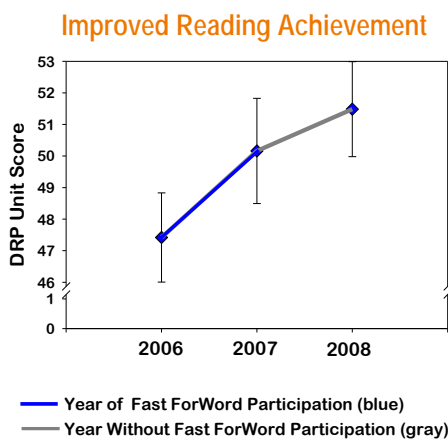
- Current findings on the neuroscience of how phonemic awareness and the acoustic properties of speech impact rapid development of language and reading skills
- Methods for assessing candidates for use of Fast ForWord
- Appropriate measures for testing and evaluation
- Effective implementation techniques
- 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- and 50- Minute protocols which call for students to use the products 48 or 50 minutes per day, five days per week for six to twelve weeks. Students participated for an average of 53 school days over a period of approximately three months during the 2006-2007 or 2007-2008 school years.

Assessment Results

The Connecticut Mastery Test, or CMT, is a standardized test administered every spring to students in Connecticut in grades 3 through 8. The CMT incorporates the Degrees of Reading Power (DRP) by TASA Literacy (now Questar Assessments Inc.), to provide a norm-referenced component of reading comprehension.



For those students who used Fast ForWord products during the 2006-2007 school year, significant improvements were observed between 2006 and 2007— from an average DRP Unit score of 47.4 to 50.2. They maintained their higher scores in 2008 with an average DRP Unit score of 51.5. A second group of students first used the Fast ForWord products during the 2007- 2008 school year, but had scores available from 2006 – 2008. Scores in 2007 were steady with those from 2006 (DRP Unit score moved from 48.0 to 49.5). However, after using the Fast ForWord products, students significantly improved their performance to a 2008 DRP Unit Score of 53.8.

The students who used Fast ForWord products during 2007-2008 were also assessed with the Reading Progress Indicator (RPI), a computerized assessment designed to rapidly measure the impact of the Fast ForWord products. For those students who had at least two valid scores and benefitted from Fast ForWord participation, average reading level gains were 1 year after 41 days of participation. This corresponds to movement from the 23rd to 45th percentile.

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:

2006 – 2007
2007 – 2008

Number of Students:

153 students

Grade Level:

First through Eighth grade

Products Used:

Fast ForWord Language
Fast ForWord Middle & High School
Fast ForWord Literacy
Fast ForWord Literacy Advanced

Assessment tool used:

Connecticut Mastery Test (CMT):
Degrees of Reading Power (DRP)
Reading Progress Indicator (RPI)

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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