

# 66% of Fast ForWord participants in the Everett Public Schools increased their MCAS Reading scores

## Implementation Objectives

The Everett Public Schools in Everett, MA, were interested in continuing their evaluation of the effectiveness of the Fast ForWord products on their students' academic achievement. They used a multiple-school case study that involved assessing students' reading and math achievement in the spring of 2007 and 2008. Participants were elementary and middle school students who used the Fast ForWord products during the 2007-2008 school year.

## Methodology

School personnel tested the students' academic achievement in the spring of 2007 and 2008 using the Massachusetts Comprehensive Assessment System (MCAS), Massachusetts' high stakes test. Students used Fast ForWord products between the two assessments.

Educators were trained in:

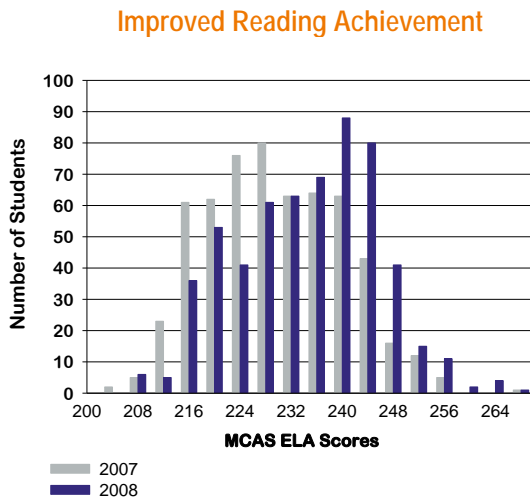
- Current findings on the neuroscience of how phonemic awareness and the acoustic properties of speech impact rapid development of language and reading skills
- Methods for assessing candidates for use of Fast ForWord
- Appropriate measures for testing and evaluation
- Effective implementation techniques
- 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

Most students participated in the 50- Minute protocols which call for students to use the products 50 minutes per day, five days per week for six to ten weeks. Students participated for an average of 98 school days.

## Assessment Results

The Massachusetts Comprehensive Assessment System, or MCAS, is a standardized test administered every spring to students in Massachusetts in grades 3 through 10. It is designed to measure student performance based on the Massachusetts Curriculum Framework learning standards. Students must attain a score of 240 to be considered proficient.



The group of students who used Fast ForWord products between the 2007 and 2008 administrations of the MCAS significantly improved their scores on both the Reading and the Math components of the MCAS. The figure at the left shows the scores for students with MCAS Reading scores in 2007 and 2008. Sixty-six percent of the students improved their MCAS Reading score with an average improvement of 4.6 points. Thirty percent of the students improved their proficiency level with the number of students who were proficient increasing from 23% in 2007 to 36% in 2008.

## 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 academic achievement.



## Program Study Statistics

**School year:**  
2007 – 2008

**Number of Students:**  
793 students

**Grade Level:**  
Fifth through Eighth grade

**Products Used:**  
Fast ForWord Language  
Fast ForWord Language to Reading  
Fast ForWord Literacy  
Fast ForWord Literacy Advanced  
Fast ForWord Level 1  
Fast ForWord Level 2  
Fast ForWord Level 3  
Fast ForWord Level 4  
Fast ForWord Level 5

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

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