

Students in Davenport, Iowa, made significant gains on the ITBS/ITED tests

Study Objectives

The Davenport Community Schools in Davenport, Iowa, was interested in evaluating the effectiveness of Fast ForWord products on their students' reading skills. Study participants were first through eleventh grade students from various demographic groups, including students participating in the Gifted and Talented program, students with IEP's, students from low socioeconomic backgrounds, and English language learners (ELL).

Methodology

School personnel tested the students' language skills at the beginning and end of the study using the Iowa Tests of Basic Skills (ITBS) or the Iowa Test of Educational Development (ITED). 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

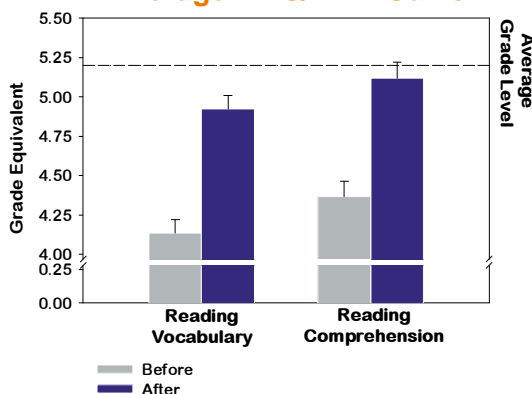
Usage Protocols

Students participated in the 30-, 40-, 50- and 90-Minute protocols which call for students to use the products 30, 40, 50 or 90 minutes per day, five days per week for six to sixteen weeks. Most of the students used multiple products. On average, the students used the Fast ForWord products for 80 days over the course of seven months.

Assessment Results

The Iowa Tests of Basic Skills (ITBS) and the Iowa Tests of Educational Development (ITED) are nationally standardized achievement tests whose scores can be used to compare the performance of students tested locally with the performance of students tested in the national sample. The Reading sections focus on vocabulary and reading comprehension. Davenport students made an average gain of 7 ½ months of reading ability following Fast ForWord participation. These gains were statistically significant, and the significant gains were experienced consistently across demographic subgroups, including English language learners (ELL), students with IEP's, and Gifted & Talented students.

Average ITBS/ITED Gains



In addition, students with individually strong Fast ForWord implementations showed significantly greater gains from Fast ForWord participation on the ITBS/ITED test. These strong implementations were characterized by good product attendance and participation. These results suggest that in order for participants to receive the optimal benefit from Fast ForWord products, it is important for students to adhere to the recommended protocol.

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 statistically significant gains in vocabulary and comprehension.



Study Overview

School Year:

2007 - 2008

Number of Students:

516 students

Grade Levels:

1st-11th grade

Products Used:

Fast ForWord Language Basics
Fast ForWord Language
Fast ForWord Language to Reading
Fast ForWord Literacy
Fast ForWord Literacy Advanced
Fast ForWord Reading Level 1
Fast ForWord Reading Level 2

Assessments used:

Iowa Tests of Basic Skills
Iowa Tests of Educational Development

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

Customer Service:

Phone: 888-358-0212 (US & Canada)

Phone: 701-298-6376 (International)

Email: customerservice@scilearn.com