

# 79% of Arizona English language learners improve one or more proficiency levels on the AZELLA

## Implementation Objectives

The Deer Valley Unified School District in Phoenix, Arizona, was interested in evaluating the impact of the Fast ForWord products on elementary school students who were learning English. During the 2008 – 2009 school year, a group of English language learners used the Fast ForWord products. In the fall and spring, students were assessed with the Arizona English Language Learner Assessment (AZELLA).

## Methodology

School personnel tested the students' English language skills at the beginning and end of the study with the Arizona English Language Learner Assessment (AZELLA). School personnel administered the assessment.

At each school, educators were trained in:

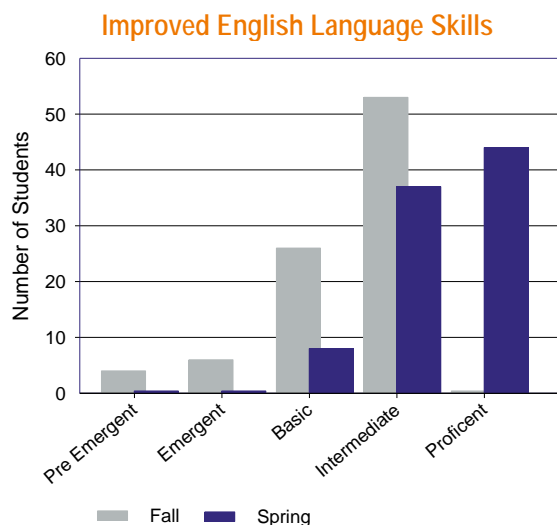
- Current findings on the neuroscience of how phonemic awareness and the acoustic properties of speech impact rapid development of language and reading skills
- Methods for assessing candidates for use of Fast ForWord
- Appropriate measures for testing and evaluation
- Effective implementation techniques
- 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 30-, 40-, and 50-Minute protocols which call for students to use the products for 30, 40, or 50 minutes a day, five days per week for six to sixteen weeks. Kindergartners typically started with the Fast ForWord Language Basics product and then progressed through Fast ForWord Reading Prep and Fast ForWord Reading Level 1 while students in first grade and above started with the Fast ForWord Language product, and then progressed through Fast ForWord Language to Reading followed by the Reading products, time permitting. On average students used the products for 54 days across a 3½ month period.

## Assessment Results

The Arizona English Language Learner Assessment (AZELLA) evaluates the skills of English language learners in four areas: listening, speaking, reading, writing, and writing conventions. Students' scores are reported in terms of scaled score and proficiency level.



Students with limited English proficiency were assessed with the AZELLA in the Fall and again in the Spring. Seventy-nine percent of the students increased their proficiency by one or more levels. According to a study through the Arizona Department of Education, students typically have a difficult time moving beyond the Intermediate level with 38% moving to Proficient after one year, and 46% moving to Proficient after two years. After using the Fast ForWord products, 68% of the Intermediate students reached the Proficient level. In fact, 22% of the students initially at Basic reached Proficient.

## Educational Gains

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

English language learners improved their English language skills.



## Program Study Statistics

**School Year:** 2008-2009

**Number of Students:**

89 students

**Grade Level:**

Kindergarten through 6<sup>th</sup> Grade

**Demographics:**

English Language Learners: 100%

**Products Used:**

Fast ForWord Language Basics  
Fast ForWord Language  
Fast ForWord Language to Reading  
Fast ForWord Reading Prep  
Fast ForWord Reading Level 1

**Assessment Tool Used:**

Arizona English Language Learner Assessment (AZELLA)

## School Statistics

**Ethnic Breakdown**

Hispanic: 62%

White: 32%

Black: 5%

**Demographics:**

Economically Disadvantaged: 49%

**Environment:** 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)*

**Contact us for more information:**

1-888-282-7401 (US and Canada)

[info@scilearn.com](mailto:info@scilearn.com)

[www.scientificlearning.com](http://www.scientificlearning.com)

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