

# Longitudinal study shows benefits as Fast ForWord participants continue to make gains

## 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 quasi-experimental longitudinal 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. The students were in 4<sup>th</sup> – 7<sup>th</sup> grade in 2007 at the time of the final assessment.

## 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:

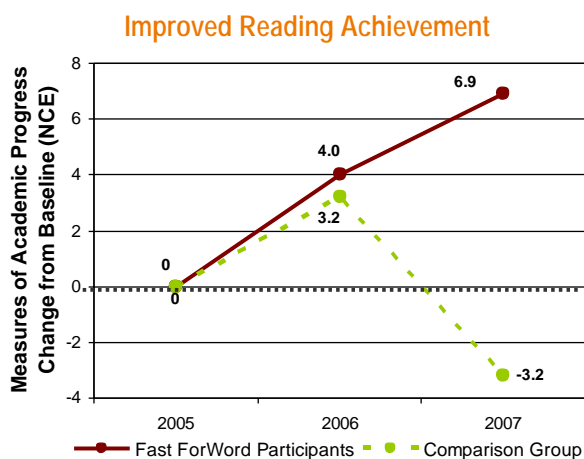
- Current findings on the neuroscience of how phonemic awareness and the acoustic properties of speech impact rapid development of language and reading skills
- Methods for assessing candidates for use of Fast ForWord
- Appropriate measures for testing and evaluation
- Effective implementation techniques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

Developed by the Northwest Evaluation Association, the Measures of Academic Progress (MAP) are state-aligned computerized adaptive tests that accurately reflect the instructional level of each student and measure growth over time. The MAP is appropriate for students in grades 2 through 10.



At the time of the Spring 2005 MAP administration, before Fast ForWord participation, the students in the Fast ForWord group had significantly lower scores than the students in the comparison group (4<sup>th</sup> vs 10<sup>th</sup> percentile.) After using the products during the subsequent school year, the Fast ForWord participants made gains comparable to those of the students in the higher-performing comparison group. The gains of the Fast ForWord participants continued the following year such that the achievement level of the two groups was comparable in 2007.

## Educational Gains

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

Students achieved significant gains in reading achievement.



## Program Study Statistics

**School year:**  
2005 – 2007

**Number of Students:**  
620 students

**Grade Level:**  
Fourth through seventh grade

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

**Assessment tool used:**  
Measures of Academic Progress (MAP)

**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)

**Contact us for more information:**  
1-888-282-7401 (US and Canada)  
info@scilearn.com  
[www.scientificlearning.com](http://www.scientificlearning.com)