

54% of students at Ashtabula Area City Schools improved OAT levels

Implementation Objectives

The Ashtabula Area City Schools in Ashtabula, Ohio, were interested in evaluating the impact of the Fast ForWord products on elementary school students – particularly those in 3rd, 4th, or 6th grades. This multi-site case study involved the assessment of student reading achievement before and after participation on the Fast ForWord products. Study participants were at five different elementary schools and were in third, fourth, or sixth grade.

Methodology

School personnel tested the students' reading achievement at the beginning and end of the study with the Ohio Achievement Test (OAT). School personnel administered the assessment.

At each school, educators were trained in:

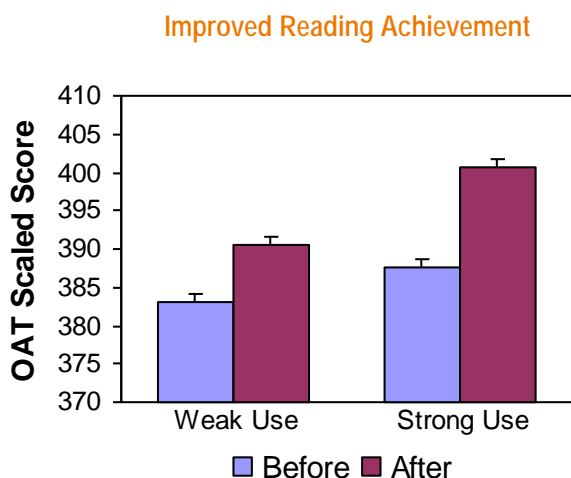
- Current findings on the neuroscience of how phonemic awareness and the acoustic properties of speech impact rapid development of language and reading skills
- Methods for assessing candidates for use of Fast ForWord
- Appropriate measures for testing and evaluation
- Effective implementation techniques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

The schools used the 30-Minute protocols which call for students to use the products for 30 minutes a day, five days per week for twelve to sixteen weeks. Strong adherence to protocol is encouraged, for example: attendance above 85%, participation above 95%, and completion of at least two products.

Assessment Results

The Ohio Achievement Tests (OAT) are criterion-referenced, and compare student academic performance to Ohio's selected curriculum. This study focuses on the results of the reading component of the test.



Across the 102 third, fourth, and sixth graders who used the Fast ForWord products, the average improvement was 9.5 points. Fifty-four percent increased their Achievement Level by one or more levels while another 33% maintained their level. Dividing the participants into those with strong use and those with weaker use showed the importance of good use. Across the three grades, the percentage of students with strong use ranged from 30% to 42%. The average improvement for those with strong use was 13.2 points compared to 7.3 points for those without strong use.

Educational Gains

The results found in this study support other studies demonstrating that good use of the Fast ForWord products results in the strengthening of foundational reading skills, better positioning students to partake in the classroom curriculum.



Program Study Statistics

School Years:

2008-2009

Number of Students:

102 students

Grade Level:

Elementary school (3rd, 4th, and 6th)

Products Used:

Fast ForWord Language v. 2
Fast ForWord Language to Reading v. 2
Fast ForWord Reading Level 1
Fast ForWord Reading Level 2
Fast ForWord Reading Level 3
Fast ForWord Reading Level 4
Fast ForWord Reading Level 5

Assessment Tool Used:

Ohio Achievement Test (OAT)

District Statistics

Ethnic Breakdown

White: 73%
Black: 9%
Hispanic: 9%

Demographics:

English Language Learners: 6%
Students with IEP's: 21%
Economically Disadvantaged: 61%

Environment: 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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