

Fast ForWord participants improve 89% more than comparison group

Implementation Objectives

The Cleveland Heights – University Heights City School District, in University Heights, Ohio, was interested in evaluating the impact of the Fast ForWord products on the reading achievement of its students. During the 2008 – 2010 school years, struggling students in elementary school, most of whom were at the Limited or Basic level on the state reading assessment, used the Fast ForWord products.

Methodology

School personnel tested the students' reading achievement at the beginning and end of the study with the Reading portion of the Ohio Achievement Assessment (OAA).

At each school, educators were trained in:

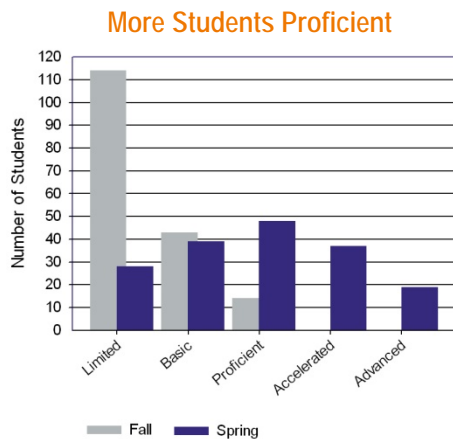
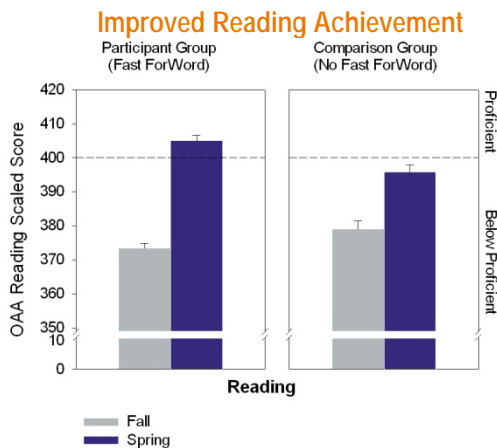
- Current findings on the neuroscience of how phonemic awareness and the acoustic properties of speech impact rapid development of language and reading skills
- Methods for assessing candidates for use of Fast ForWord
- Appropriate measures for testing and evaluation
- Effective implementation techniques
- Use of Progress Tracker reports to monitor student performance
- Techniques for measuring gains students achieve after using the product

Schedule of Use

Students used the 30- Minute protocols for the Fast ForWord Language Series products, and the 30- and 40-Minute protocols for the Fast ForWord Reading Series products. These protocols call for students to use the products for 30 or 40 minutes a day, five days per week for nine to sixteen weeks. On average, students used the products for 57 days across four months.

Assessment Results

The Ohio Achievement Assessment (OAA) is a criterion-referenced test designed to compare student academic performance to Ohio's selected curriculum in five areas, including reading. Students in 3rd grade are evaluated in both the fall and spring, students in 4th through 8th grade are evaluated each spring. A score of 400 is considered Proficient.



Third graders were evaluated on the reading portion of the Ohio Achievement Assessment in the fall and spring. Students who used Fast ForWord products as 3rd graders were compared to students who did not use the products until the following year. Third grade participants increased their scores 89% more than students in the comparison group, a statistically significant difference (left graph). The right graph shows the fall and spring performance levels for the 3rd graders who used Fast ForWord products.

Educational Gains

The results found in this study support other studies demonstrating that using 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:
2008-2010

Number of Students:
527 students

Grade Level:
3rd – 5th Grade

Products Used:
Fast ForWord Language Series
Fast ForWord Reading Prep
Fast ForWord Reading Levels 1 - 4

Assessment Tool Used:
Ohio Achievement Assessment (OAA)

District Statistics

Ethnic Breakdown

Black: 77%
White: 17%

Classifications

Students with IEP's: 19%
Economically Disadvantaged: 56%

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

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