

After moderate Fast ForWord use, 18% of students improve performance level on NYS ELA

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Implementation Objectives

Educators at the Miller Place Union Free School District, New York, were interested in evaluating the effects of the Fast ForWord products on the reading achievement of their students. A case study was conducted, with assessment of student reading achievement before and after use of the Fast ForWord products. Study participants were in the 4th and 5th grade at Laddie Decker Sound Beach School at the time of their Fast ForWord use.

Methodology

School personnel tested the students' reading achievement at the beginning and end of the study with the New York State English Language Arts assessment (NYS ELA). School personnel administered the assessments.

At each school, educators were trained in:

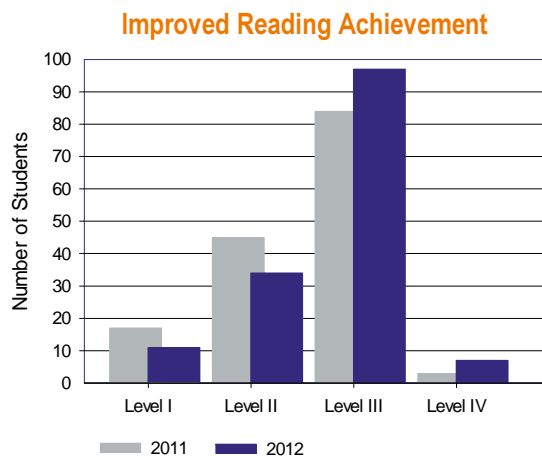
- Current findings on the neuroscience of how phonemic awareness and the acoustic properties of speech impact rapid development of language and reading skills
- Methods for assessing candidates for use of Fast ForWord
- Appropriate measures for testing and evaluation
- Effective implementation techniques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

Schedule of Use

Most students used the 30-Minute Fast ForWord protocols, which call for students to use the products for 30 minutes a day, five days per week for twelve to sixteen weeks. Students used the products for an average of 55 days across four months.

Assessment Results

The New York State English Language Arts assessment (NYS ELA) is a high stakes test designed to measure students' progress against the state's learning standards. Scores are reported in terms of scaled scores and performance levels. Performance levels 3 and above are considered proficient.



Across the 149 students with moderate implementations (Attendance of at least 70% and at least one Fast ForWord product completed), there was a net increase in ELA performance level by 18% of the students.

Educational Gains

The results found in this study support other studies demonstrating that using Scientific Learning products results in the strengthening of foundational reading skills, better positioning students to partake in the classroom curriculum.

The students improved their reading achievement.

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Program Study Statistics

School Years:

2011-2012

Number of Schools:

1

Number of Students:

149

Grade Level:

4-5

Products Used:

Fast ForWord Language Series
Fast ForWord Reading Levels 1 - 5

Assessment Tool Used:

New York State English Language
Arts assessment (NYS ELA)

School Statistics

Ethnic Breakdown

White: 91%

Black: 2%

Hispanic: 3%

Asian: 3%

Classifications

Economically Disadvantaged: 5%

School Structure:

Urban

For other reports showing significant academic gains following use of Scientific Learning products go to: www.scilearn.com/resultsreports

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