

# Fast ForWord users in School District 16 outperform peers and improve from 45<sup>th</sup> to 81<sup>st</sup> percentile

## Implementation Objectives

School District 16 in New Brunswick, Canada, was interested in evaluating the effects of the Fast ForWord products on the early reading skills of their students. They used a case study involving the assessment of student language achievement before and after participation on the Fast ForWord products. Study participants were second graders from four schools; two of the schools were selected to use Fast ForWord products and two served as a comparison group.

## Methodology

School personnel tested the students' early reading skills at the beginning and end of the study using the Test of Auditory Comprehension of Language-Third Edition (TACL-3). School personnel administered the assessment.

At each school, educators were trained in:

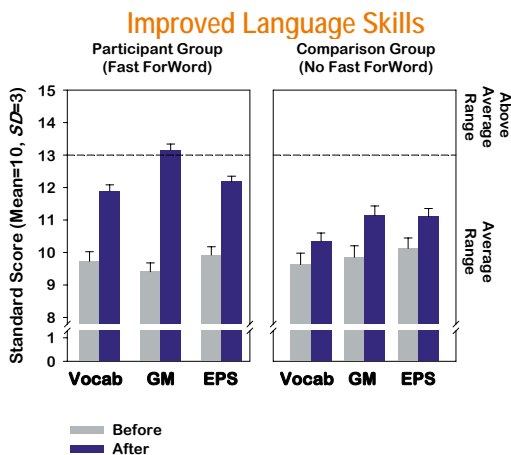
- Current findings on the neuroscience of how phonemic awareness and the acoustic properties of speech impact rapid development of language and reading skills
- Methods for assessing candidates for use of Fast ForWord
- Appropriate measures for testing and evaluation
- Effective implementation techniques
- 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 participated 50 minutes per day, five days per week, for eight to twelve weeks. This study focused on the Fast ForWord Language product. The majority of participants started with the Fast ForWord Language product and continued use with the Fast ForWord Language to Reading product. On average, students used the Fast ForWord Language product for 40 days over a period of 73 calendar days, completing 73% of the product content.

## Assessment Results

The TACL-3 is a standardized, norm-referenced measure of receptive spoken vocabulary, grammar, and syntax. The test consists of three subtests: Vocabulary, Grammatical Morphemes, and Elaborated Phrases and Sentences.



Analysis of the TACL-3 subtests scores show that initially, these students had typical early reading skills with their scores in the middle of the average range. After Fast ForWord participation, there were significant differences in the improvements of the comparison and Fast ForWord groups, with the Fast ForWord group making greater gains than the comparison group on all three subtests. Across subtests, average gain by the Fast ForWord group was nearly one standard deviation, with the group's overall language score moving from the 45<sup>th</sup> percentile to the 81<sup>st</sup> percentile.

## 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. These results also extend earlier studies on struggling readers to a group of students whose skills are solidly in the average range.

Students achieved significant gains in early reading skills.



## Program Study Statistics

**School year:**  
2005 – 2006

**Number of Students:**  
121 students

**Grade Level:**  
Second grade

**Products Used:**  
Fast ForWord Language  
Fast ForWord Language to Reading

**Assessment tool used:**  
Test of Auditory Comprehension of Language-Third Edition (TACL-3)

**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)

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