

Students in Niagara Falls, NY gain 1 year in reading after 63 days of Fast ForWord participation

Implementation Objectives

The Niagara Falls City School District in Niagara Falls, NY, was interested in evaluating the effects of the Fast ForWord products on the reading skills of its students. The district used a case study involving the assessment of student reading ability before and after participation on the Fast ForWord products.

Methodology

School personnel tested the students' reading skills at the beginning and end of the study with the Group Reading Assessment and Diagnostic Evaluation (GRADE). School personnel administered the assessment.

Educators were trained in:

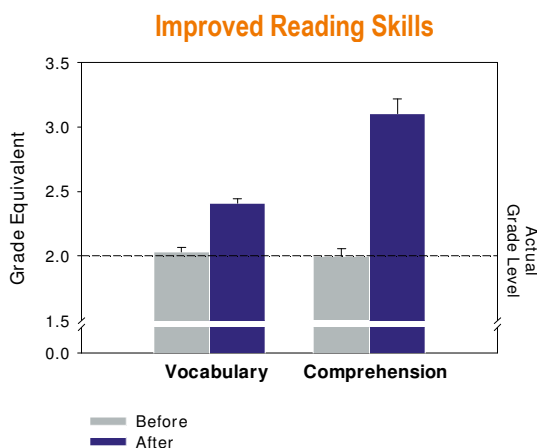
- Current findings on the neuroscience of how phonemic awareness and the acoustic properties of speech impact rapid development of language and reading skills
- Methods for assessing candidates for use of Fast ForWord
- Appropriate measures for testing and evaluation
- Effective implementation techniques
- 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 50-minute protocol which calls for students to use the products 50-minutes per day, five days per week, for eight to twelve weeks. Nearly all of the students started with the Fast ForWord Language product; most continued on to use other products. On average, students used the Fast ForWord products for 63 days during a four-month period of time.

Assessment Results

The GRADE is a norm-referenced, research-based reading assessment. It has eleven levels ranging from P (pre-Kindergarten) to A (Adult/postsecondary) that contain subtests designed to measure specific reading skills. The subtests used in this study were Vocabulary and Comprehension.



Three hundred, twenty-nine students had scores available for analysis. Overall, students improved their reading skills by a full school year after Fast ForWord participation, with Total Reading scores improving from 2.2 to 3.2 in the five months between test administrations. Students achieved significant gains on both the Vocabulary and Comprehension portions of the GRADE, with greater gains on the Comprehension subtest.

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.

Students achieved significant gains in reading.



Program Study Statistics

School year:
2006-2007

Number of Students:
329 students

Grade Level:
Second Graders

Products Used:
Fast ForWord Language
Fast ForWord Language to Reading
Fast ForWord to Reading 1
Fast ForWord to Reading 2
Fast ForWord to Reading 3
Fast ForWord to Reading 4

Assessment tool used:
Group Reading Assessment
and Diagnostic Evaluation (GRADE)

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

Customer Service:
Phone: 888-358-0212 (US & Canada)
Phone: 701-298-6376 (International)
Email: customerservice@scilearn.com