

Fast ForWord participants in Redondo Beach, CA, exceed expected gains

Implementation Objectives

The Redondo Beach Unified School District in Redondo Beach, CA, was interested in evaluating the impact of the Fast ForWord products on the reading achievement of their students. Study participants were students in grades 1-8 who used one or more of the Fast ForWord products during the 2007-2008 school year, and completed one or more literacy assessments before and after Fast ForWord participation.

Methodology

School personnel tested the students' early reading skills before and after Fast ForWord participation using either the Standardized Testing and Reporting Program - California Standards Test in English-Language Arts (STAR-CST) or Reading Progress Indicator or both measures:

Educators were trained in:

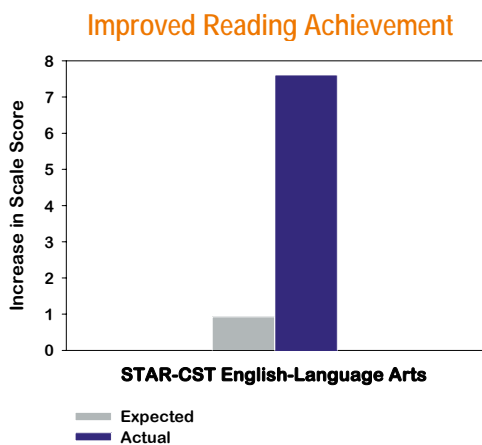
- Current findings on the neuroscience of how phonemic awareness and the acoustic properties of speech impact rapid development of language and reading skills
- Methods for assessing candidates for use of Fast ForWord
- Appropriate measures for testing and evaluation
- Effective implementation techniques
- 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 used the 30-, 40- and 50- Minute protocols which call for students to use the products for 30, 40, or 50 minutes a day, five days per week for six to sixteen weeks. On average, students used the Fast ForWord products for 61 days during a 6-month period.

Assessment Results

The California Standards Tests are standardized, summative, standards-based measures that are administered as part of the state's Standardized Testing and Reporting Program. The STAR-CST measures student achievement against a specific set of California content standards for English-Language Arts. The STAR-CST is administered to students in California in grades 2 through 11 every spring.



Based on district-wide STAR-CST results, the study group's expected gain score was 0.9. Their actual gain score was 7.6, indicating that the study students, although initially low-achieving, made significantly greater gains in the 2007-2008 school year than were seen for the district as a whole. Additionally, prior to using the Fast ForWord products only 15% of study students met the STAR-CST criteria for the Proficient or Advanced levels. After using Fast ForWord products, 26% of study students were performing at the Proficient or Advanced levels in English-Language Arts.

Results from Reading Progress Indicator, a computerized assessment designed to rapidly measure the impact of the Fast ForWord products, showed that students who made gains improved their reading grade level by an average of 1 year 1 month over a 5 month period, corresponding to movement from the 23rd to the 49th 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 language skills, better positioning students to partake in the classroom curriculum.

Students achieved significant gains in early literacy skills.



Program Study Statistics

School year:
2007 – 2008

Number of Students:
179 students

Grade Level:
First through Eighth Grade

Products Used:
Fast ForWord Language Basics
Fast ForWord Language
Fast ForWord Language to Reading
Fast ForWord Literacy
Fast ForWord Literacy Advanced

Assessment tool used:
Standardized Testing and Reporting Program - California Standards Test in English-Language Arts (STAR-CST)

Reading Progress Indicator (RPI)

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

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