

Percent of proficient 4th graders in Centerville, LA, exceeds state average

Implementation Objectives

The St. Mary Parish Public School System in Centerville, LA, was interested in continuing to evaluate the impact of the Fast ForWord products on their students' reading achievement and skills. They used a case study involving the assessment of student reading achievement and skills before and after participation on the Fast ForWord products.

Methodology

Before and after participation on the Fast ForWord products, students were evaluated with the Louisiana Educational Assessment Program (LEAP) or the Integrated Louisiana Educational Assessment Program (iLEAP).

Educators were trained in:

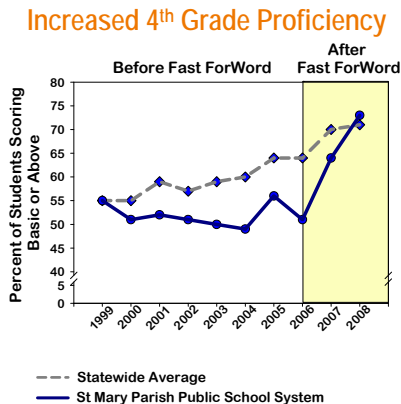
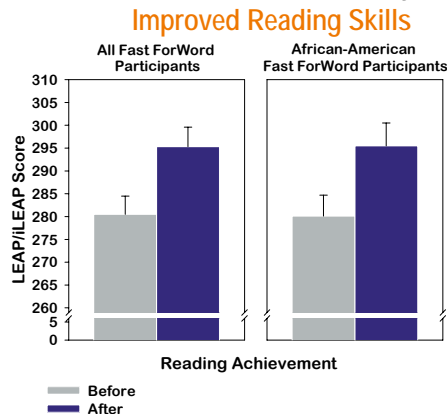
- Current findings on the neuroscience of how phonemic awareness and the acoustic properties of speech impact rapid development of language and reading skills
- Methods for assessing candidates for use of Fast ForWord
- Appropriate measures for testing and evaluation
- Effective implementation techniques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

Schedule of Use

Students participated in the 30-, 40- and 50- Minute protocols which call for students to use the products 30, 40- and 50- minutes per day, five days per week for six to sixteen weeks. The students participated on average for 56 days during a period of less than four months.

Assessment Results

The Louisiana Educational Assessment Program (LEAP) and the Integrated Louisiana Educational Assessment Program (iLEAP) are parts of Louisiana's criterion referenced state testing program. The LEAP is administered to students in grades 4 and 8 while the iLEAP is administered to students in grades 3, 5, 6, 7, and 9.



During the 2006 – 2007 school year, the average increase in LEAP/iLEAP scores for Fast ForWord participants was 13 points. During the 2007 – 2008 school year, the group of students new to the products as well as the group with prior use made even greater gains of 15 and 17 points, respectively. Also noteworthy, during both school years the African-American students made improvements that were comparable to the entire group (left graph).

Furthermore, across all schools in the Parish, in 2008, the percent of fourth graders that was performing at a level of Basic or above surpassed that of the state for the first time in a decade (right graph). Marked improvement was also evident in 4th grade Math, Science and Social Studies scores, emphasizing the role of the Fast ForWord products in improving the cognitive and foundational skills that are essential to student growth in every subject.

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 reading achievement.



Program Study Statistics

School year:
2007 – 2008

Number of Students:
429 students

Grade Level:
Third through Fifth grade

Products Used:
Fast ForWord Language
Fast ForWord Language to Reading
Fast ForWord Literacy
Fast ForWord Reading Level 1
Fast ForWord Reading Level 2
Fast ForWord Reading Level 3
Fast ForWord Reading Level 4
Fast ForWord Reading Level 5

Assessment tool used:
Louisiana Educational Assessment Program (LEAP)
Integrated Louisiana Educational Assessment Program (iLEAP)

School Structure:
Rural

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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