

Longitudinal analyses show students maintained significant improvements in MCAS scores for at least two years

Implementation Objectives

The Everett Public Schools were interested in continuing their evaluation of the impact of the Fast ForWord products on students who were struggling to reach reading proficiency. During the 2008 – 2009 school year, elementary, middle, and high school students who were struggling readers used the Fast ForWord products.

Methodology

School personnel tested the students' reading achievement each year with the Massachusetts Comprehensive Assessment System (MCAS).

At each school, educators were trained in:

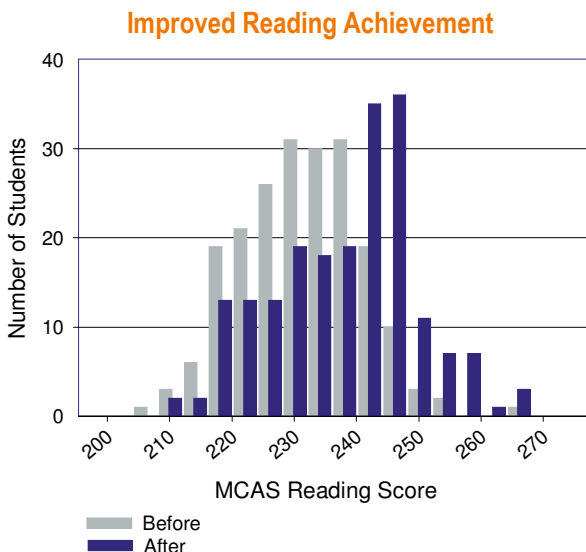
- Current findings on the neuroscience of how phonemic awareness and the acoustic properties of speech impact rapid development of language and reading skills
- Methods for assessing candidates for use of Fast ForWord
- Appropriate measures for testing and evaluation
- Effective implementation techniques
- 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 used the 50-Minute protocols which call for students to use the products for 50 minutes a day, five days per week for eight to twelve weeks. Most students used multiple products (averaging 3.6 products per student) across multiple school years (averaging 30 full weeks of participation across 14 months).

Assessment Results

The MCAS is used to evaluate all public school students in Massachusetts, including students with disabilities and limited English skills. It is designed to measure students' performance based on the Massachusetts Curriculum Framework learning standards. All students in Grades 3 – 10 take the MCAS in the spring of each year. Students in 3rd grade receive only an achievement level; students in other grade receive both an achievement level and a score. A score of 240 is required to demonstrate Reading Proficiency.



Many of the students in the Everett Public Schools used the Fast ForWord products for multiple years. The histogram at the left shows the impact of the products after the first year of use. An analysis of achievement level showed a net increase in achievement level by 26% of the students.

A longitudinal analysis showed that students made statistically significant improvements in reading achievement during their first year of Fast ForWord participation and that they continued to make statistically significant improvements up to two years later.

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 significantly improved their reading achievement.



Program Study Statistics

School Years: 2008-2009

Number of Students: 200

Grade Level:
5th – 10th Grade

Products Used:

Fast ForWord Language Basics
Fast ForWord Language
Fast ForWord Language to Reading
Fast ForWord Middle & High School
Fast ForWord Literacy
Fast ForWord Literacy Advanced
Fast ForWord Reading Level 1 - 5

Assessment Tool Used:

Massachusetts Comprehensive Assessment System (MCAS)

District Statistics

Ethnic Breakdown

White: 47%
Hispanic: 26%
Black: 17%

Classifications

Non-Native English Speakers: 41%
Students with IEP's: 17%
Economically Disadvantaged: 69%
Mobility: 20% in half year

Environment:

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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