

Across demographic groups, participants made significant improvements in their reading skills

Implementation Objectives

The Hamden Public Schools in Hamden, CT, were interested in evaluating the effectiveness of the Fast ForWord products on their students' reading skills. They used a case study involving the assessment of student reading skills before and after Fast ForWord participation. Participants included students receiving special education services and students of various ethnic and socioeconomic backgrounds.

Methodology

School personnel tested the students' early reading skills before and after Fast ForWord participation using the Degrees of Reading Power (DRP), a norm-referenced component of the Connecticut Mastery Test (CMT), and Reading Progress Indicator (RPI).

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

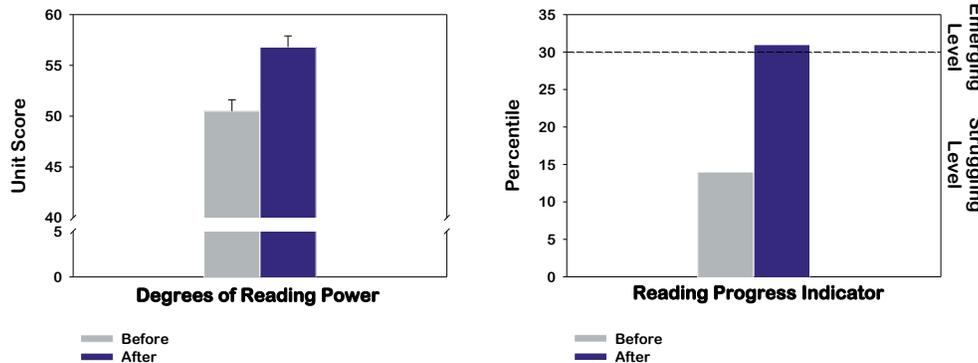
Schedule of Use

Students participated in the 48- and 50- Minute protocols which call for students to use the products 48 or 50 minutes per day, five days per week for six to twelve weeks.

Assessment Results

The Connecticut Mastery Test, or CMT, is a standardized test administered every spring to students in Connecticut in grades 3 through 8. The CMT incorporates the Degrees of Reading Power (DRP) by TASA Literacy (now Questar Assessments Inc.), to provide a norm-referenced component of reading comprehension. Across all demographic groups, students showed significant improvement in reading achievement, with average DRP Unit Score gains of 6.3 points after 3 months of product use during the 2006-2007 school year.

Improved Reading Achievement



Reading Progress Indicator, a computerized assessment designed to rapidly measure the impact of the Fast ForWord products, was used to continue to study the impact of the Fast ForWord products on students during the 2007 – 2008 school year. For those students who benefitted from Fast ForWord participation and had at least two valid scores, average improvement was 1 year 2 months after 60 days of participation. This corresponds to movement from the 14th to 31st 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 reading achievement.



Program Study Statistics

School year:
2006 – 2008

Number of Students:
263 students

Grade Level:
First through Eighth grade

Products Used:
Fast ForWord Language
Fast ForWord Language to Reading
Fast ForWord Middle & High School
Fast ForWord Literacy Advanced

Assessment tool used:
Connecticut Mastery Test (CMT):
Degrees of Reading Power (DRP)
Reading Progress Indicator (RPI)

School Structure:
Suburban

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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