Students in Milford, CT, improved reading skills an average of 2 years 4 months in less than 6 months

Implementation Objectives

The Milford City School District in Milford, CT, was 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 participation on the Fast ForWord products.

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/or 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 30- and 50- Minute protocols which call for students to use the products 30 or 50 minutes per day, five days per week for six to sixteen weeks. Most of the students used the Fast ForWord Language product followed by the Fast ForWord Language to Reading product during a six-month period.

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) to provide a norm-referenced component of reading comprehension. Scores were available from 33 students from both the 2007 and 2008 administrations of the CMT. The students achieved significant improvements in their DRP Unit Scores with scores increasing from 44.3 before Fast ForWord participation to 52.4 after participation.

Improved Reading Skills
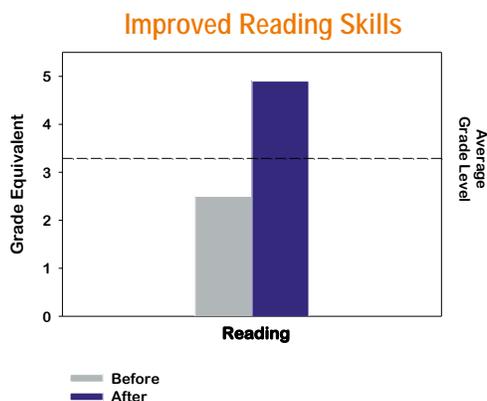
Reading gains were also assessed with Reading Progress Indicator (RPI), a computerized assessment designed to rapidly measure the impact of the Fast ForWord products. For those students who had at least two valid scores and benefitted from Fast ForWord use, the average improvement in reading grade equivalent was 2 years 4 months. Prior to Fast ForWord use, these students were performing below grade level. After less than 6 months of Fast ForWord participation, they were reading nearly 2 grade levels above their year in school.

In addition, students who used both products made significant improvements after the Fast ForWord Language product as well as after Fast ForWord Language to Reading. After completion of Fast ForWord Language, these students made an average gain of 7 months. They then completed Fast ForWord Language to Reading, and improved, on average, an additional 1 year 5 months for a total improvement of 2 years 2 months during a period of less than 6 months.

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 skills.

Program Study Statistics

School year:
2007 – 2008

Number of Students:
83 students

Grade Level:
Second through fifth grade

Products Used:
Fast ForWord Language
Fast ForWord Language to Reading

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