

## Students in School District #36 increased reading skills by 1 year and 3 months

### Implementation Objectives

Staff from School District #36 (Surrey) in British Columbia, Canada, were interested in evaluating the effects of the Fast ForWord products on the reading skills of struggling students. They used a case study involving the assessment of student reading skills before and after participation on the Fast ForWord products. Study participants ranged from kindergarten students to high school students.

### Methodology

School personnel tested the students' reading skills at the beginning and end of the study with Reading Progress Indicator. School personnel monitored the students as they took the assessment.

At each school, educators were trained in:

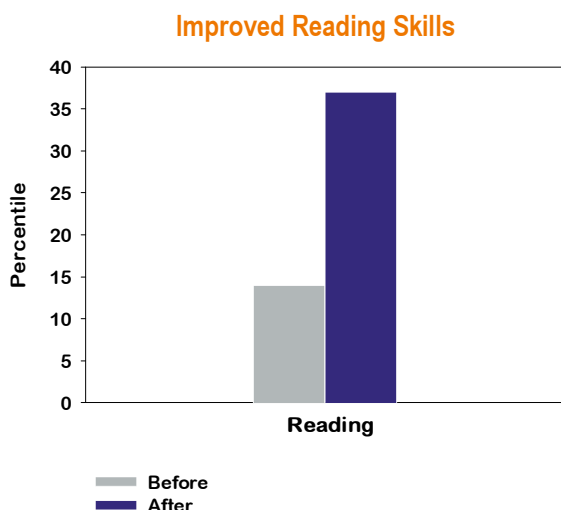
- Current findings on the neuroscience of how phonemic awareness and the acoustic properties of speech impact rapid development of language and reading skills
- Methods for assessing candidates for use of Fast ForWord
- Appropriate measures for testing and evaluation
- Effective implementation techniques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

### Schedule of Use

Students used various protocols which call for students to use the products for 30 to 90 minutes a day, five days per week for four to sixteen weeks. Students used products from the Fast ForWord Language series between the testing administrations, with many students using two products.

### Assessment Results

Reading Progress Indicator is a computerized assessment designed to rapidly measure the impact of the Fast ForWord products. It assesses a student's early reading skills including phonemic awareness, decoding, vocabulary, and comprehension.



One hundred ninety-one students had two or more valid RPI scores. On average, at pre-test, the reading skills of the students were nearly two years below grade level. Of those 191 students, 135 (71%) improved at post-test. Overall, the 135 students who made gains improved from the 14<sup>th</sup> percentile to the 37<sup>th</sup> percentile. This corresponds to a gain in reading level of one year and three months in the 14 weeks between assessments.

### Educational Gains

Staff at School District #36 were very pleased with the results; the superintendent, Mike McKay, commented, "I receive regular updates on our Fast ForWord project, including data and the anecdotes about individual successes. Every time that happens, I am reminded of the importance of this initiative for students and their potential as learners. Our Board is very pleased with the decision to assign resources for Fast ForWord implementation and to see the difference this initiative is making." The positive 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 achieved significant gains in reading skills.



### Program Study Statistics

**School Year:**  
2008-2009

**Number of Students:**  
191 students

**Grade Level:**  
Elementary, Middle, and High school

**Products Used:**  
Fast ForWord Language  
Fast ForWord Language to Reading  
Fast ForWord Language v2  
Fast ForWord Language to Reading v2  
Fast ForWord Literacy  
Fast ForWord Literacy Advanced

**Assessment Tool Used:**  
Reading Progress Indicator

### District Statistics

**Demographics:**  
English Language Learners: 21%  
Students with Special Needs: 9%  
Aboriginal: 5%

**Environment: 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](http://www.scilearn.com/resultsreports)

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