

Students in School District 41, Burnaby, increased reading skills by 1 year and 4 months

Implementation Objectives

Staff from School District 41, Burnaby, in British Columbia were interested in evaluating the effects of the Fast ForWord products on the reading skills of students who were struggling. They used a multi-school observational study involving the assessment of student reading skills before and after participation on the Fast ForWord products. Study participants ranged from grade one through high school.

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 achieved by students

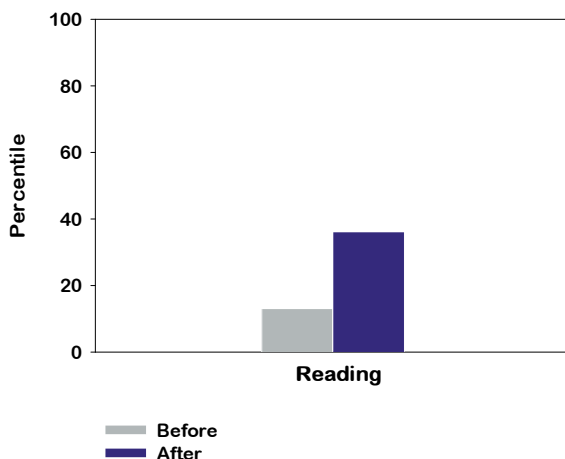
Schedule of Use

Students used a variety of protocols with the majority using the 30-Minute Protocol, which calls for students to use the products for 30 minutes a day, five days per week for twelve to sixteen weeks. Students used either one or two products from the Fast ForWord Language series between the testing administrations.

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.

Improved Reading Skills



Data were analyzed for all RPI assessments administered before February 24, 2010. Eighty students had two or more RPI scores. On average, these 80 students made statistically significant improvements from their first test to their most recent test. Of the 80 students, 53 (66%) increased their scores with their average score improving from the 13th percentile to the 36th percentile. This corresponds to a gain in reading level of one year and four months in the four months between tests.

Educational Gains

Staff at School District #41 were very pleased with the overall results. Fast ForWord provided opportunities to strengthen skills that were connected to reading difficulties. The success experienced by the students also extended to other academic and social areas, reflecting the district's commitment of "success for each learner".

The results found in this study support other studies demonstrating that using the Fast ForWord products result in the strengthening of foundational reading skills, better positioning students to partake in the classroom curriculum.



Program Study Statistics

School Year:

2008-2009

Number of Students:

80 students

Grade Level:

Elementary, Secondary

Products Used:

Fast ForWord Language
Fast ForWord Language v2
Fast ForWord Literacy
Fast ForWord Language to Reading v2

Assessment Tool Used:

Reading Progress Indicator

District Statistics

Demographics

English Language Learners: 44%
Families below the poverty line: 22%

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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