

# Rapid gain of 9 percentiles shows long-term benefits

## Implementation Objectives

School District 54 in Schaumburg, IL, was interested in evaluating the Fast ForWord products. The study was designed as a longitudinal case study involving the assessment of language and early reading skills before and after participation on the Fast ForWord products, and again six to twelve months later. Students in the study were attending elementary and middle schools in School District 54.

## Methodology

School personnel tested the students' language and early reading skills at the beginning and end of the study, and again at follow-up. Student performance was evaluated using the Clinical Evaluation of Language Fundamentals, Third Edition (CELF-3). School personnel administered the assessment.

At each school, participating 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

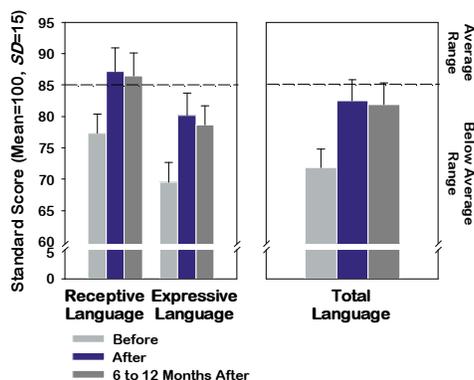
## Schedule of Use

The school district used the Fast ForWord Language 100-minute protocol, which calls for participation 100 minutes per day, five days per week, for four to eight weeks. On average, students used the Fast ForWord Language product for 37 days over a period of 59 calendar days, and completed 69% of the product content.

## Assessment Results

The CELF-3 is a comprehensive language test widely used to measure a student's overall language ability. The Institute for the Development of Educational Achievement, in accordance with the Reading First legislation, recognizes the CELF-3 as an appropriate assessment for measuring improvement in the reading skills of children in early elementary school.

### Improved Language Skills



Students made significant gains on the test, and these gains were maintained over time. Before Fast ForWord participation, students' average Total Language score was in the 3rd percentile. After Fast ForWord participation, their score improved to the 12th percentile, showing an improvement of 9 percentiles that was maintained at follow-up testing six to twelve months later. Students also made significant gains on the Concepts and Directions and Recalling Sentences subtests, two measures of early reading skills.

## 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 achieved significant gains in Vocabulary.



## Program Study Statistics

### School years:

1997 – 1998, 1998 – 1999

### Number of Students:

105 students

### Grade Levels:

Kindergarten through eighth grades

### Product Used:

Fast ForWord Language

### Assessment tool used:

Clinical Evaluation of Language Fundamentals, Third Edition (CELF-3)

### 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](http://www.scilearn.com/resultsreports)

### Customer Service:

Phone: 888-358-0212 (US & Canada)

Phone: 701-298-6376 (International)

Email: [customerservice@scilearn.com](mailto:customerservice@scilearn.com)