

Students make significant gains in early reading

Implementation Objectives

The Stamford City School District in Stamford, CT, was interested in evaluating the Fast ForWord products. The study was designed as a case study involving the assessment of language and reading skills before and after participation on the Fast ForWord products. Students in the study were attending schools in the Stamford City School District.

Methodology

School personnel tested the students' language and reading skills at the beginning and end of the study. Student performance was evaluated using the Comprehensive Test of Phonological Processing (CTOPP) and the Developmental Reading Assessment (DRA). School personnel administered the assessments.

At each school, participating educators were trained in:

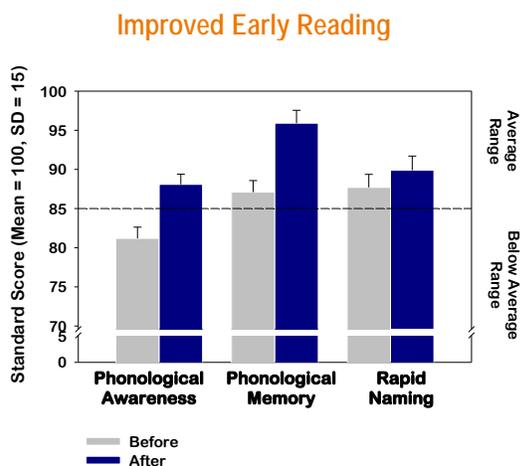
- Current findings on the neuroscience of how phonemic awareness and the acoustic properties of speech impact rapid development of language and reading skills
- Methods for assessing candidates for use of Fast ForWord
- Appropriate measures for testing and evaluation
- Effective implementation techniques
- 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 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 25 days over a period of 48 calendar days, and completed 71% of the product content.

Assessment Results

The CTOPP measures a student's awareness of, and access to, the phonological structure of oral language. The Institute for the Development of Educational Achievement recognizes the CTOPP as an appropriate assessment to measure improvement in the phonemic awareness skills of children in early elementary school. The DRA evaluates a student's oral reading accuracy, fluency, and reading comprehension.



Students made significant gains on both tests. Overall, before using the Fast ForWord Language product, students tested in the below, or low average range on the CTOPP. After Fast ForWord participation, on average, students made significant improvements and moved into the average range for all three CTOPP subtests. On the DRA, students made significant gains in their reading skills and moved closer to their desired DRA reading level.

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 reading skills.



Program Study Statistics

School year:
2003 – 2004

Number of Students:
70 students

Product Used:
Fast ForWord Language

Assessment tools used:
Comprehensive Test of Phonological Processing (CTOPP)
Developmental Reading Assessment (DRA)

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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