

Cattaraugus-Allegany-Erie-Wyoming BOCES students improve reading skills with average gains of up to 19 months

Implementation Objectives

The Cattaraugus-Allegany-Erie-Wyoming BOCES (CABOCES) in southwestern New York State was interested in evaluating the effects of the Fast ForWord products on the reading skills of their students. They used a case study involving the assessment of student reading skills before and after participation on the Fast ForWord products. Study participants were second through eighth grade students with various disabilities including mental retardation.

Methodology

School personnel tested the students' reading skills at the beginning and end of the study using the Woodcock Reading Mastery Tests (WRMT).

At each school, educators were trained in:

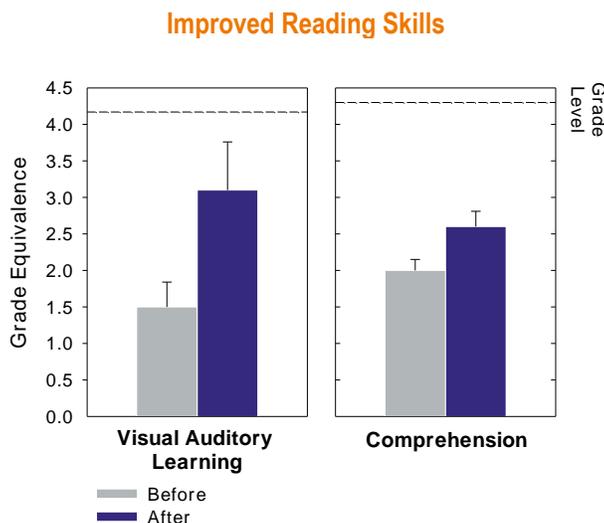
- Current findings on the neuroscience of how phonemic awareness and the acoustic properties of speech impact rapid development of language and reading skills
- Methods for assessing candidates for use of Fast ForWord
- Appropriate measures for testing and evaluation
- Effective implementation techniques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

Schedule of Use

Students used products for approximately 16 weeks. Nearly all the students used the Fast ForWord Language product, completing an average of 65% in 37 days. Many also used the Fast ForWord Language Basics and/or the Fast ForWord Language to Reading products.

Assessment Results

The WRMT is a comprehensive battery of tests measuring several important aspects of reading ability. It assesses three major underlying areas of reading including reading readiness, basic skills and comprehension.



Before using the Fast ForWord products, the average reading skills for the students in the study were equivalent to those of high first or low second graders – two or more years below the group's grade level. After Fast ForWord participation, students significantly improved their reading skills, gaining 19 months in Visual-Auditory Learning and 7 months in Passage Comprehension.

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.



Program Study Statistics

School year:
2005 – 2006

Number of Students:
44 students

Grade Level:
Second through eighth grades

Products Used:
Fast ForWord Language Basics
Fast ForWord Language
Fast ForWord Language to Reading

Assessment tools used:
Woodcock Reading Mastery Tests (WRMT)

School Structure:
Rural

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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