

Franklin Regional School District significantly improves fluency

Implementation Objectives

The Franklin Regional School District was interested in evaluating the Fast ForWord products. The study was designed as a case study involving the assessment of reading skills before and after participation on the Fast ForWord products. Students in the study were elementary school students attending one of the three elementary schools in the Franklin Regional School District, in Murrysville, PA.

Methodology

School personnel tested the students' reading skills at the beginning and end of the study. Student performance was evaluated using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). School personnel administered the assessment.

At each school, educators were trained in:

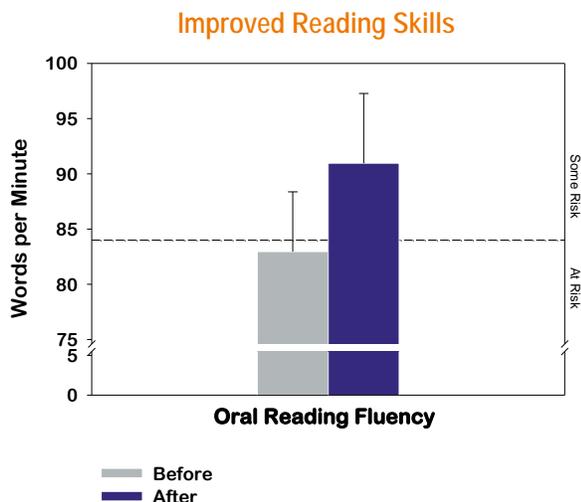
- Current findings on the neuroscience of how phonemic awareness and the acoustic properties of speech impact rapid development of language and reading skills
- Methods for assessing candidates for use of Fast ForWord
- Appropriate measures for testing and evaluation
- Effective implementation techniques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

Schedule of Use

Students used the Fast ForWord Language 100-Minute Protocol that calls for participation 100 minutes per day, five days per week, for four to eight weeks. On average, students used the product for 31 days over a period of 51 calendar days, and completed 85% of the product content.

Assessment Results

The DIBELS is designed to monitor the development of pre-reading and early reading skills. For students in the second grade and beyond, the appropriate measure is Oral Reading Fluency, which is a standardized test of accuracy and fluency.



Before using the Fast ForWord Language product, students were reading an average of 83 words per minute placing them in the “at-risk” category. Following Fast ForWord participation, students significantly improved their performance with scores increasing 10% to 91 words per minute, moving them into the “some-risk” category.

Educational Gains

The results found in this study support other

studies demonstrating that using the Fast ForWord Language product also results in the strengthening of foundational reading skills, better positioning students to partake in the classroom curriculum.

Students achieved significant gains in:

- Oral Reading Fluency



Program Study Statistics

School year:

Summer, 2006

Number of Students:

26 students

Grade Level:

First through sixth grades

Products Used:

Fast ForWord Language

Assessment tool used:

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

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

Contact us for more information:

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