

Reading readiness skills of students receiving special education services through C-A-E-W BOCES improve by 2 ½ years

Implementation Objectives

The Cattaraugus-Allegany-Erie-Wyoming BOCES was interested in evaluating the effects of the Fast ForWord products on the reading skills of its students who were receiving special education services. The school used a case study involving the assessment of student reading ability before and after participation on the Fast ForWord products.

Methodology

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

At each school, educators were trained in:

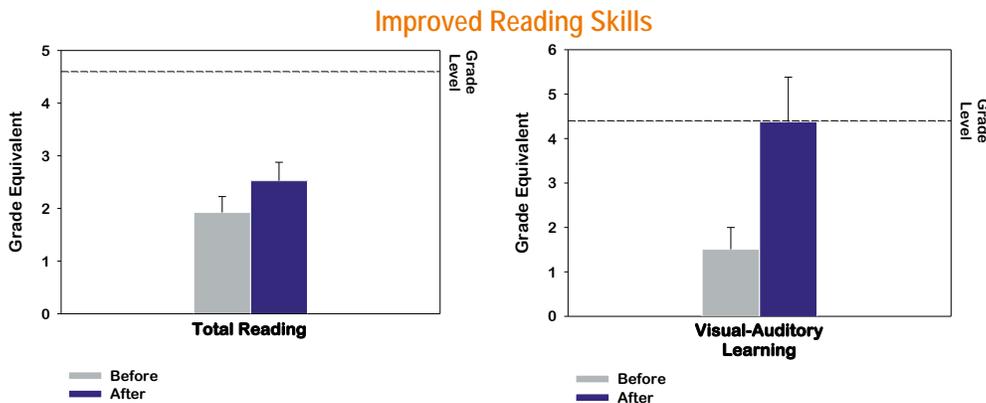
- Current findings on the neuroscience of how phonemic awareness and the acoustic properties of speech impact rapid development of language and reading skills
- Methods for assessing candidates for use of Fast ForWord
- Appropriate measures for testing and evaluation
- Effective implementation techniques
- 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 products for 50 minutes per day, five days per week. Most students used multiple products and, on average, spent 77 days using Fast ForWord products over a seven month period.

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. Four subtests, Visual-Auditory Learning, Word Identification, Word Attack, and Passage Comprehension, and the Total Reading composite were used in this study. Most of the students were evaluated with either three or four subtests; a few were evaluated with just two subtests.



The average grade level for the Fast ForWord participants with Total Reading scores was 4.6. Overall, before using the Fast ForWord products, student reading performance was at a 1.9 grade level, well below the students' average grade. Following Fast ForWord participation, students, on average, improved 7 months in Total Reading. Students also made significant gains in all the WRMT subtests used, with average improvement ranging from 5 months in Word Identification to more than 2 ½ years in Visual-Auditory Learning.

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:
2006-2007

Number of Students:
37 students

Grade Level:
Kindergarten through eleventh grade

Products Used:
Fast ForWord Language Basics
Fast ForWord Language
Fast ForWord Middle & High School
Fast ForWord Language to Reading
Fast ForWord to Reading 1
Fast ForWord to Reading 2
Fast ForWord to Reading 3

Assessment tool 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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