

32% of Everett Public Schools students who used Fast ForWord products increased MCAS Levels

Implementation Objectives

The Everett Public Schools in Everett, MA, were interested in evaluating the effects of the Fast ForWord products on the students' reading skills. The district 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 Massachusetts Comprehensive Assessment System (MCAS). School personnel administered the assessment.

At each school, educators were trained in:

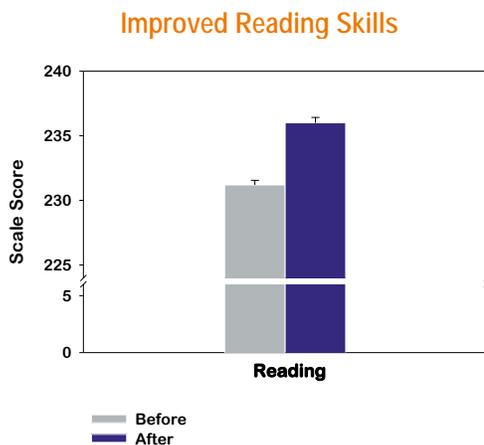
- Current findings on the neuroscience of how phonemic awareness and the acoustic properties of speech impact rapid development of language and reading skills
- Methods for assessing candidates for use of Fast ForWord
- Appropriate measures for testing and evaluation
- Effective implementation techniques
- 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 48 or 50 minutes per day, five days per week, for eight to twelve weeks. On average, students used Fast ForWord products for 107 days during the 2006 – 2007 school year.

Assessment Results

The MCAS is used to evaluate all public school students in Massachusetts, including students with disabilities and limited English skills. It is designed to measure student performance based on the Massachusetts Curriculum Framework learning standards.



On average, students made significant improvements on their Reading scores indicating that the students' Reading proficiency increased from 2006 to 2007. In addition, Reading achievement levels increased with 32% of the students improving one or more proficiency levels, and the total number of students achieving proficiency increasing from 138 students in 2006 to 326 students in 2007. The results for students in different demographic groups (receiving services for special education, economically disadvantaged families, school-wide Title I programs, and English language learners) also showed significant improvements. On average, students in these demographic groups were initially

performing at lower levels than their peers who were using Fast ForWord products, but achieved gains that were in the same range as their peers.

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. These results also support studies showing that these improvements occur across a variety of demographic groups..

Students achieved significant gains in reading achievement.



Program Study Statistics

School year:
2006-2007

Number of Students:
1012 students

Grade Level:
Third through eighth

Products Used:
Fast ForWord Language
Fast ForWord to Literacy
Fast ForWord Language to Reading
Fast ForWord to Literacy Advanced
Fast ForWord to Reading 2
Fast ForWord to Reading 3
Fast ForWord to Reading 4
Fast ForWord to Reading 5

Assessment tool used:
Massachusetts Comprehensive Assessment System (MCAS)

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

Contact us for more information:
1-888-282-7401 (US and Canada)
info@scilearn.com
www.scientificlearning.com