

# Across demographic groups, participants in Springfield, MA, improved reading skills from the 28<sup>th</sup> to the 40<sup>th</sup> percentile

## Implementation Objectives

The Springfield Public Schools in Springfield, MA, were interested in evaluating the Fast ForWord products. They used a case study involving the assessment of student language skills before and after participation on the Fast ForWord products. Study participants were first through sixth grade students from various demographic groups, including students eligible for Title I and special education services as well as English language learners.

## Methodology

School personnel tested the students' language skills at the beginning and end of the study using the Reading Progress Indicator. School personnel administered the assessment.

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

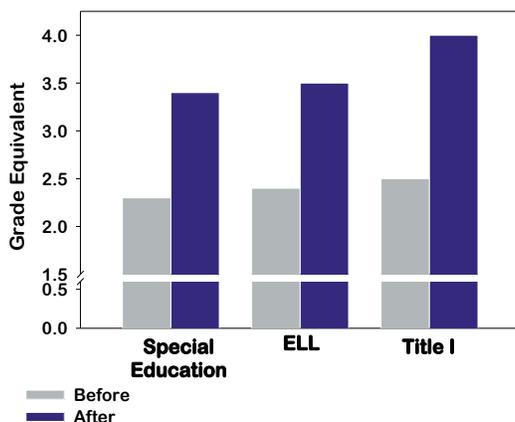
## Schedule of Use

Students participated in the 30- and 50-Minute protocols which call for students to use the products 30 or 50 minutes per day, five days per week for six to twelve weeks. Most of the students used the Fast ForWord Language product and some followed this with either Fast ForWord Language to Reading or Fast ForWord Reading Level 1. On average, the students used the Fast ForWord products for 39.1 days over the course of three and one-half months.

## Assessment Results

Reading Progress Indicator is a computer-based assessment designed to rapidly measure the effects of the Fast ForWord products. There are four levels of the assessment, each designed for a specific grade range. Each test level measures phonological awareness, decoding, vocabulary and comprehension. Scores are reported as grade equivalents and percentiles.

### Improved Reading Skills



Improvements in reading skills were achieved by Fast ForWord participants of all demographic groups identified. After 3 ½ months of Fast ForWord use, on average the participants had improved from the 28<sup>th</sup> to 40<sup>th</sup> percentile in reading skills. Investigating the impact on specific demographic groups showed that average improvement for students who benefitted and were English language learners or receiving special education services was 1 year 2 months. Additionally, students who were eligible for Title I services and benefitted from Fast ForWord use improved 1 year 6 months.

## Educational Gains

The results found in this study support other studies demonstrating that using the Fast ForWord products results in the strengthening of foundational language skills, better positioning students to partake in the classroom curriculum.

Students achieved significant gains in reading skills.



## Program Study Statistics

### School year:

2006 – 2007  
2007 – 2008

### Number of Students:

124 students

### Grade Level:

First through sixth grade

### Products Used:

Fast ForWord Language  
Fast ForWord Language to Reading  
Fast ForWord Reading Level 1

### Assessment tool used:

Reading Progress Indicator

### 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](http://www.scilearn.com/resultsreports)

### Contact us for more information:

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