

Fast ForWord helps students classified as LEP, Special Education, General Education

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Implementation Objectives

During the 2010-2011 school year, the Worcester Public Schools in Worcester, MA, started using the Fast ForWord products. The district was interested in evaluating the impact of the products on the reading achievement of its students. A quasi-experimental study was used to compare the reading growth of students at the Union Hill School, a school with a grade-wide Fast ForWord implementation, to the reading growth of similarly-aged students at the school the year before, when Fast ForWord was not used. Study participants were 2nd through 6th graders.

Methodology

School personnel tested the students' academic skills at the beginning and end of the school year using the Reading component of the Measures of Academic Progress (MAP). School personnel administered the assessment.

At the school, educators were trained in:

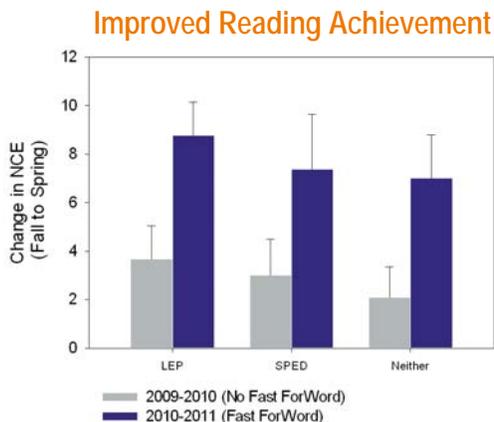
- Current findings on the neuroscience of how phonemic awareness and the acoustic properties of speech impact rapid development of language and reading skills
- Methods for assessing candidates for use of Fast ForWord
- Appropriate measures for testing and evaluation
- Effective implementation techniques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

Schedule of Use

Students used the 30-Minute protocols which call for students to use the Fast ForWord products for 30 minutes a day, five days per week for twelve to sixteen weeks. Students used the products for an average of 117 days, achieving a participation rate of 96% and an attendance level of 75%.

Assessment Results

The NWEA's MAP® is a state-aligned computerized adaptive test that accurately reflects the instructional level of each student and measures growth over time.



trended towards better performance ($t(81) = 1.7$; $p < 0.10$). The graph shows the improvement in terms of Normal Curve Equivalents.

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 achievement, better positioning students to partake in the classroom curriculum.

Students achieved significant gains in reading achievement.

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Program Study Statistics

School Years:

2010-2011

Number of Schools:

1

Number of Students:

Experimental Group: 178 Students

Comparison Group: 205 Students

Grade Level:

Second through sixth graders

Products Used:

Fast ForWord Language Series

Fast ForWord Reading Series

Assessment Tool Used:

Northwest Evaluation Association's
Measures of Academic Progress®
(MAP®)

School Statistics

Racial / Ethnic Breakdown

African American: 15%

Asian: 5%

Hispanic: 57%

White: 15%

Multi-Race, Non-Hispanic: 8%

Classifications

English Language Learners: 37%

Students with IEP's: 25%

Economically Disadvantaged: 97%

Environment:

Urban

For other reports showing significant academic gains following use of Scientific Learning products go to:
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