

Number of students in the average range increases by 38% in five weeks

Implementation Objectives

The Paradise Valley Unified School District in Phoenix, AZ, was interested in evaluating the Fast ForWord products. The study was designed as a case study involving the assessment of language skills before and after participation on the Fast ForWord products. Students in the study were English language learners in third grade at Echo Mountain Elementary School.

Methodology

School personnel tested the students' language skills at the beginning and end of the study. Student performance was evaluated using the Clinical Evaluation of Language Fundamentals — Third Edition (CELF-3). School personnel administered the assessments.

At each school, participating educators were trained in:

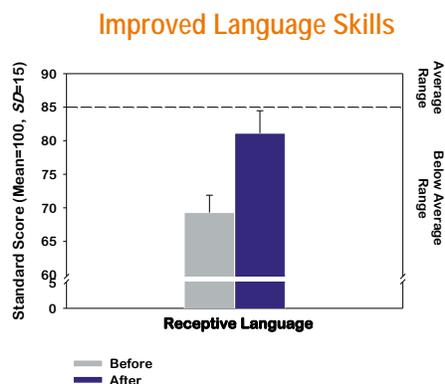
- Current findings on the neuroscience of how phonemic awareness and the acoustic properties of speech impact rapid development of language and reading skills
- Methods for assessing candidates for use of Fast ForWord
- Appropriate measures for testing and evaluation
- Effective implementation techniques
- 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

The school district used the Fast ForWord Language 100-minute protocol, which calls for participation 100 minutes per day, five days per week, for four to eight weeks. On average, students used the Fast ForWord Language product for 29 days over a period of 35 calendar days, and completed 72% of the product content.

Assessment Results

The CELF-3 is a comprehensive language test widely used to measure a student's overall language ability. The Institute for the Development of Educational Achievement, in accordance with the Reading First legislation, recognizes the CELF-3 as an appropriate assessment for measuring improvement in the reading skills of children in early elementary school.



Students made significant gains on the test. Before Fast ForWord participation, students' average Receptive Language score was in the 2nd percentile. After Fast ForWord participation, their score improved to the 10th percentile, showing an improvement of 8 percentiles in five weeks. The number of students with Receptive Language scores in the average range increased from 12% before participation to 50% after participation. Students also made significant gains on the Concepts and Directions subtest, a measure of early reading skills.

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 and early reading skills, better positioning students to partake in the classroom curriculum. Students achieved significant gains in Vocabulary.



Program Study Statistics

School year:
2001 – 2002

Number of Students:
26 students

Grade Level:
English language learners in third grade

Products Used:
Fast ForWord Language

Assessment tool used:
Clinical Evaluation of Language Fundamentals – Third Edition (CELF-3)

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

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