

Fast ForWord participants continued to learn at an accelerated rate, with 64% improving their reading achievement levels

Implementation Objectives

The Danville Area School District was interested in evaluating the impact of the Fast ForWord products on middle school students who were struggling readers. During the 2006 – 2009 school years, they conducted an observational study and used student scores on the state's high stakes test to evaluate the impact of the Fast ForWord products on middle school students, most of whom were at the Basic or Below Basic level.

Methodology

Each spring, school personnel in Pennsylvania use the Pennsylvania System of School Assessment (PSSA) to test the reading and math achievement of students in 3rd through 8th grade. Struggling students in the Danville Area School District used the Fast ForWord products between the test administrations.

Educators at Danville Area Middle School were trained in:

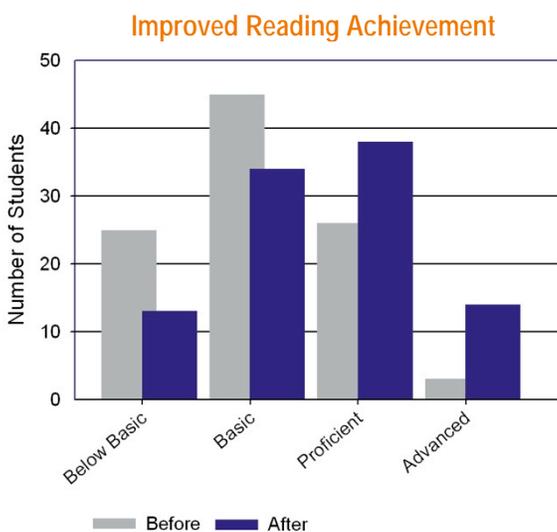
- Current findings on the neuroscience of how phonemic awareness and the acoustic properties of speech impact rapid development of language and reading skills
- Methods for assessing candidates for use of Fast ForWord
- Appropriate measures for testing and evaluation
- Effective implementation techniques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

Schedule of Use

Students at Danville Area Middle School used 40-, 50-, or 90-Minute protocols, which call for students to use the products for 40, 50, or 90 minutes a day, five days per week for four to thirteen weeks. On average, students used the products for 108 days across 12 months.

Assessment Results

The Pennsylvania System of School Assessment (PSSA) is a standards-based, criterion-referenced assessment designed to evaluate a student's academic achievement relative to the Pennsylvania state standards. It has math and reading components.



After Fast ForWord participation, students made statistically significant improvements in their reading and math achievement, with 45% of the students improving one or more levels in reading (see graph at left) and 32% improving one or more levels in math. Longitudinal analyses indicated that the Fast ForWord participants continued to learn at an accelerated rate, with 64% improving their reading achievement by one or more levels the following year.

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.



Program Study Statistics

School Years:

2006-2009

Number of Students:

99 students

Grade Level:

6th – 8th

Products Used:

Fast ForWord Literacy Series
Fast ForWord Reading Levels 2 - 5

Assessment Tool Used:

Pennsylvania System of School Assessment (PSSA)

District Statistics

Ethnic Breakdown

White: 95%

Classifications

Students with IEP's: 16%
Economically Disadvantaged: 32%

Environment:

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

Contact us for more information:

1-888-282-7401 (US and Canada)
info@scilearn.com
www.scientificlearning.com

Scientific Learning®