

Spotsylvania students improve reading skills by 1 year 2 months in 15 weeks

Implementation Objectives

The Spotsylvania County Schools in central Virginia, were interested in evaluating the effects of the Fast ForWord products on the reading skills of their students. They used a case study involving the assessment of student reading skills before and after participation on the Fast ForWord products. Study participants were in first through eleventh grade.

Methodology

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

At each school, educators were trained in:

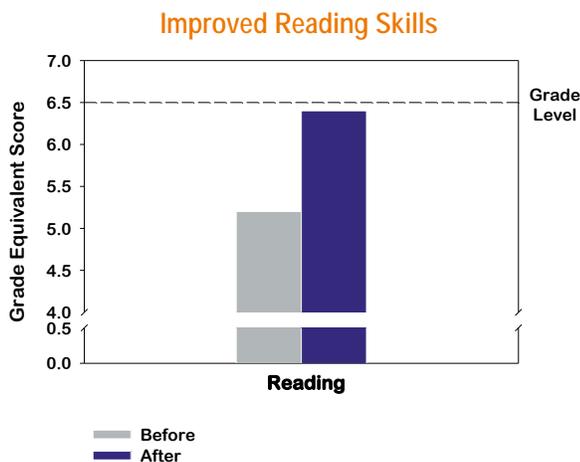
- Current findings on the neuroscience of how phonemic awareness and the acoustic properties of speech impact rapid development of language and reading skills
- Methods for assessing candidates for use of Fast ForWord
- Appropriate measures for testing and evaluation
- Effective implementation techniques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

Schedule of Use

Most of the students started with the Fast ForWord Language v. 2 or Fast ForWord Literacy product although some started with Fast ForWord Reading Level 3. The students then progressed on to the next product(s) in the series. Students typically used one or two products and participated for an average of 54 days during a 15 week period.

Assessment Results

Reading Progress Indicator is a computerized assessment developed by Bookette Software Company and designed to rapidly measure the impact of the Fast ForWord products. It assesses a student's early reading skills including phonemic awareness, decoding, vocabulary, and comprehension.



One hundred seventy-five students had two or more valid assessments. One hundred thirty-one of those students (75%) improved at post-test. The students who improved had an average grade level of 6.5 and, prior to Fast ForWord participation, were performing at an average reading grade level of 5.2. After an average of 15 weeks of Fast ForWord product use, the students' skills were reevaluated. Overall, the students made significant

improvements with average gains of one year two months in reading ability, for a final reading grade equivalent of 6.4. This corresponds to movement from the 19th to the 39th percentile.

Educational Gains

Students achieved significant gains in reading skills. 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:
2008-2009

Number of Students:
175 students

Grade Level:
1st through 11th Grade

Products Used:
Fast ForWord Language v. 2
Fast ForWord Language to Reading v. 2
Fast ForWord Literacy
Fast ForWord Literacy Advanced
Fast ForWord Reading Level 3
Fast ForWord Reading Level 4

Assessment Tool Used:
Reading Progress Indicator

District Statistics

Ethnic Breakdown

White: 67%
Black: 20%
Hispanic: 8%

Demographics:

English Language Learners: 4%
Students with IEP's: 13%
Economically Disadvantaged: 23%

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:
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