

Second-graders gain 55 percentiles after 2.5 months

Implementation Objectives

The Harrisburg School District in Harrisburg, PA, 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 second graders attending elementary schools in the Harrisburg School District.

Methodology

School personnel tested the students' language skills at the beginning and end of the study. Student performance was evaluated using the Test of Language Development — Primary, Third Edition (TOLD-P3). School personnel administered the assessment.

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

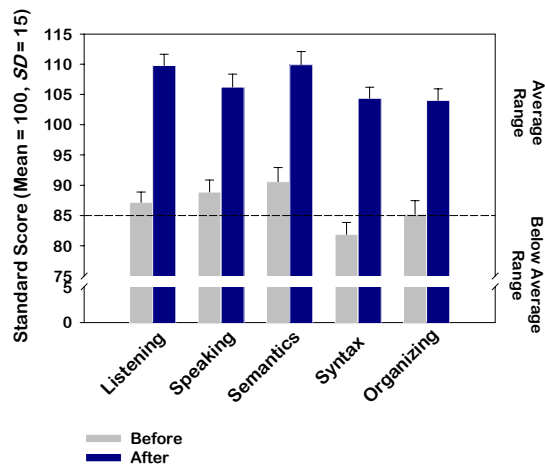
The school district used the Fast ForWord 100-minute protocol, which calls for participation 100 minutes per day, five days per week, for four to eight weeks. On average, students used the product for 27 days over a period of 70 calendar days, and completed 51% of the product content.

Assessment Results

The TOLD-P3 is a comprehensive test designed for children ages four through eight. It measures a child's ability to understand word meanings, understand relationships between words, give simple definitions, imitate spoken sentences, and complete sentences. The TOLD-P3 subtest scores are combined to form five composite scores, called quotients.

The Institute for the Development of Educational Achievement, in accordance with the Reading First legislation, recognizes the TOLD-P3 as an appropriate assessment for measuring improvement in the reading skills of children in early elementary school.

Improved Language Skills



Significant gains were seen on all five quotients. Before Fast ForWord participation, students were performing in the low average range. Approximately two and a half months later, after Fast ForWord participation, their performance in each quotient improved well beyond the national mean of 100, showing increases of 43 to 55 percentiles.

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 language skills.



Program Study Statistics

School year:
2002 – 2003

Number of Students:
41 students

Grade Level:
Second grade

Product Used:
Fast ForWord Language

Assessment tool used:
Test of Language Development —
Primary, Third Edition (TOLD-P3)

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

Customer Service:
Phone: 888-358-0212 (US & Canada)
Phone: 701-298-6376 (International)
Email: customerservice@scilearn.com