FAST FORWORD®
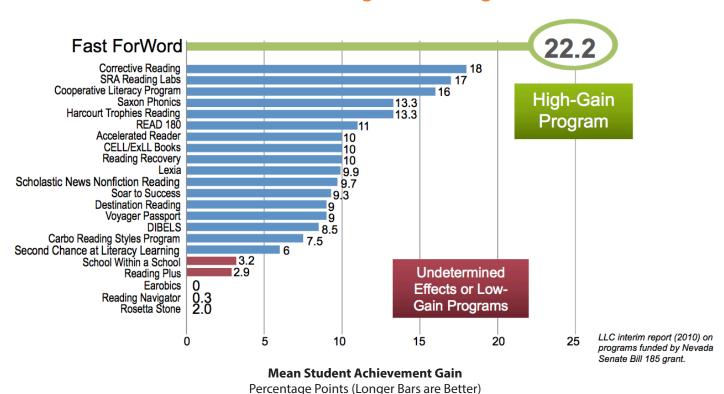
Departments of Education Name Fast ForWord Top Intervention

IOWA DOE: Fast ForWord Meets All Criteria for All Grades

Literacy Interventions	Instructional Tier	All Grades K-12	Internal Validity	External Validity	Overall Findings	Alignment Materials	Teacher Usability
Fast ForWord	**Classwide, Targeted, Intensive**	✓	✓	✓	✓	✓	✓
Achieve 3000	Classwide, Targeted, Intensive			✓	✓	✓	
Read 180	Targeted, Intensive		✓	✓		✓	✓
Language! Live	Targeted			✓		✓	✓
Reading Recovery	Intensive		✓	✓	✓	✓	
Lexia Learning Systems	Classwide, Targeted, Intensive		✓	✓	✓	✓	✓

NEVADA DOE: Fast ForWord is a "High-Gain Program"

Fast ForWord — 22.2 — High-Gain Program

Program	Mean Student Achievement Gain
Corrective Reading	18
SRA Reading Labs	17
Cooperative Literacy Program	16
Saxon Phonics	13.3
Harcourt Trophies Reading	13.3
READ 180	11
Accelerated Reader	10
CELL/ExLL Books	10
Reading Recovery	10
Lexia	9.9
Scholastic News Nonfiction Reading	9.7
Soar to Success	9.3
Destination Reading	9
Voyager Passport	9
DIBELS	8.5
Carbo Reading Styles Program	7.5
Second Chance at Literacy Learning	6
School Within a School	3.2
Reading Plus	2.9
Earobics	0
Reading Navigator	0.3
Rosetta Stone	2.0

Undetermined Effects or Low-Gain Programs

LLC interim report (2010) on programs funded by Nevada Senate Bill 185 grant.

Mean Student Achievement Gain
Percentage Points (Longer Bars are Better)

Iowa Study Details

The Iowa Department of Education performed a systematic review of PreK-12 literacy interventions in 2014. The review was intended to provide general information to help inform decisions about selecting interventions to support student progress toward proficiency in the area of reading. Fast ForWord was listed as the only intervention that met all criteria and is appropriate for all grades, K-12.

Definitions

- **Instructional Tier:** The instructional tier submitted by the vendor, either classwide, targeted, or intensive.
- **Internal Validity:** An intervention must meet the acceptable range for internal validity to obtain a check.
- **External Validity:** An intervention must meet the acceptable range for external validity to obtain a check.
- **Overall Findings:** An intervention must meet the acceptable range for overall findings to obtain a check.
- **Alignment Materials:** An intervention must illustrate an effort to establish a process to align intervention content with preschool learning standards and/or the Iowa Core to obtain a check.
- **Teacher Usability:** This column was not used as a criteria measure; it is provided as additional information for local decision-making. An intervention must meet the acceptable range for teacher usability to obtain a check.

Nevada Study Details

STUDY OVERVIEW

Products Used:

Fast ForWord Language Series

Fast ForWord Reading Series

Grade Levels:

Kindergarten-9th Grade

2007-2008 School Year

Assessment Tools Used:

Criterion-Referenced Tests

High School Proficiency Exams

Developmental Reading Assessment

Informal Assessments

Citation for Full Report:

The Nevada Department of Education and The Leadership and Learning Center. (March, 2010). Innovation and Remediation Interim Report: A Collaborative Project between The Nevada Department of Education and The Leadership and Learning Center. Englewood, Colorado.

Report Objectives

Nevada Senate Bill 185 (SB 185) funded districts to purchase and implement innovative and remedial educational programs, materials, and strategies specific to their academic needs. The Nevada Department of Education commissioned the Colorado-based Leadership and Learning Center (LLC) to conduct an in-depth evaluation of the programs that have been purchased with SB 185 grants. Their 2010 Interim Report includes a review of the performance of Fast ForWord products.

Report Conclusions

The Leadership and Learning Center used multivariate analysis to determine the impact of programs on student achievement:

"Emphasis was placed on measuring student growth toward academic proficiency and mastery using state and local assessments…The analyses were completed as a result of extensive site visits, phone interviews, and an examination of two-year sets of school cohort achievement data for Criterion-Referenced Tests (CRT) for grades three through eight and High School Proficiency Exams (HSPE) for grades nine through twelve."

Their report concludes that Fast ForWord products increased student reading achievement by an average of 22.2 percentage points. This was the largest average impact of all programs reviewed in the report (see figure below), and it qualified Fast ForWord as a "High-Gain Program." The percentage gain scores shown in the graph represent an analysis of data from one to multiple schools using the specified product. In the case of Fast ForWord products, data from three schools were included in the analysis.

The report also examined CRT results at Judy and John Goolsby Elementary School (which implemented Fast ForWord across all grade levels), in detail. They concluded that each year of Fast ForWord implementation resulted in an increase in the percentage of grade-level proficient students:

"CRT data indicate a statistically significant increase in Reading and Writing proficiency levels…CRT data indicate that Reading increased from 67% to 82% proficient, [and] Writing increased significantly from 55% to 82% proficient…from 2006 to 2008."

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