Educator's Briefing – April 2009

Dallas students move from 15th to 31st percentile in reading fluency

Implementation Objectives

The Dallas Independent School District, in Dallas, Texas, was interested in evaluating the effects of Scientific Learning's Reading Assistant™ software on the reading fluency of its students. The district conducted a case study at W. T. White High School which involved the assessment of reading fluency before and after students used the Reading Assistant and Fast ForWord® products.

Methodology

School personnel tested the students' reading skills at the beginning and end of the six week study using the Test of Word Reading Fluency (TOWRE).

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 Fast ForWord and/or Reading Assistant use
- Appropriate measures for testing and evaluation
- Effective implementation techniques
- Use of Progress Tracker reports to monitor student performance
- Techniques for measuring gains students achieved after using the products

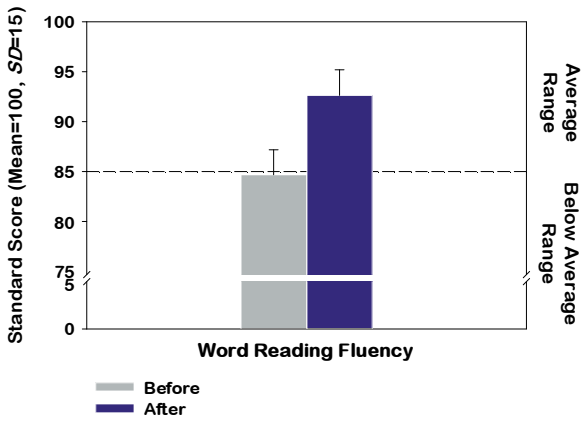
Schedule of Use

Students used the products 50 minutes per day, five days a week, for six weeks. Three days a week students used Fast ForWord products for 30 minutes and used Reading Assistant for 20 minutes. The other two days, students spent the entire 50 minutes using Fast ForWord products. On average, students had 23 days of Fast ForWord use and 11 days of Reading Assistant use.

Assessment Results

The Test of Word Reading Efficiency (TOWRE) is a nationally normed, age-corrected measure of reading accuracy and fluency. It measures the growth of students' abilities in both "sounding-out" unfamiliar words and recognizing familiar "sight" words,

Improved Reading Fluency



Prior to product use, the study group was slightly below the average range. Six weeks later, after using a combination of Reading Assistant and Fast ForWord products, the group had risen well into the average range. The students' improvements were statistically significant, with comparable gains across the measures of sight word reading and decoding skills. Average word reading fluency scores for the group moved from a standard score of 84.7 to 92.6 which corresponds to moving from the 15th to the 31st percentile.

Educational Gains

The results found in this study demonstrate that a combination of the Reading Assistant and Fast ForWord products can dramatically impact students' fluency and that using the products results in the strengthening of foundational reading skills, better positioning students to partake in the classroom curriculum.

Students achieved significant gains in reading fluency.

Program Study Statistics

School years:
2007-2008

Number of Students:
25 students

Grade Level:
Secondary

Products Used:
Fast ForWord Literacy
Fast ForWord to Literacy Advanced
Reading Assistant

Assessment tool used:
Test of Word Reading Efficiency (TOWRE)

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:
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Scientific Learning® Reading Assistant™

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