

# Gifted students in Louisiana improve reading skills and LEAP scores

## Implementation Objectives

The St. Mary Parish Public School System in Centerville, Louisiana, was interested in evaluating the impact of the Fast ForWord products on the reading achievement of gifted students. During the 2009-2010 school year, in a district-wide implementation, students identified as gifted used the Fast ForWord products.

## Methodology

School personnel used Reading Progress Indicator to test the students' reading skills before they used Fast ForWord products, and again after each product. School personnel used the iLEAP and/or LEAP annually to evaluate the students' reading achievement.

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 gains students achieve after using the products

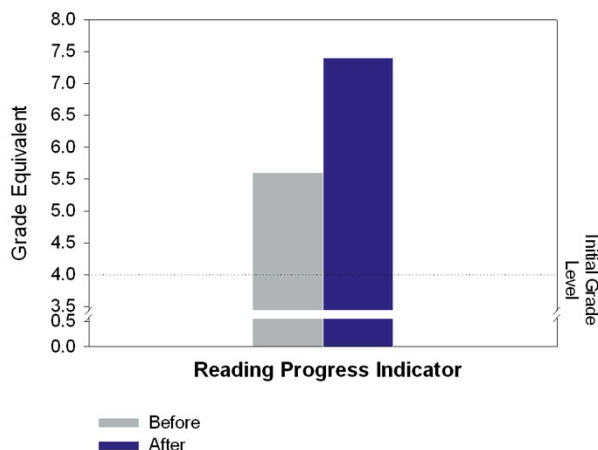
## Schedule of Use

Students started on the Fast ForWord Language or Fast ForWord Literacy products, using the 40- or 50-Minute protocols which call for students to use the products for 40 or 50 minutes a day, five days per week for six to thirteen weeks. Students then progressed through the Fast ForWord Reading products. Some also used Scientific Learning's Reading Assistant.

## Assessment Results

Reading Progress Indicator (RPI) is a computerized assessment designed to rapidly measure the impact of the Fast ForWord products. It assesses a student's reading skills including phonemic awareness, decoding, vocabulary, and comprehension. The Louisiana Educational Assessment Program (LEAP) and the Integrated Louisiana Educational Assessment Program (iLEAP) are parts of Louisiana's criterion referenced state testing program. The LEAP is administered to students in grades 4 and 8 while the iLEAP is administered to students in grades 3, 5, 6, 7, and 9.

### Improved Reading Skills



On average, the 53 students who used Fast ForWord products made significant gains on RPI. The study group, whose average grade level was 4.0, initially had a reading level of 5.6. After an average of nine months, their reading level increased to 7.4 (graph at left). Twenty-eight of the students were in 4<sup>th</sup>-9<sup>th</sup> grade and had scores available from the 2009 and 2010 administrations of the LEAP and/or iLEAP. On average, the students improved their English / Language Arts scores by 15.3 points – an improvement that trended towards significance ( $p < 0.10$ ) – and improved their Reading scores by 10.7 points.

## 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, and shows that these benefits also apply to students identified as gifted.



## Program Study Statistics

**School Years:**  
2009-2010

**Number of Students:**  
53 students

**Grade Level:**  
2<sup>nd</sup>-9<sup>th</sup>

### Products Used:

Fast ForWord Language products  
Fast ForWord Literacy products  
Fast ForWord Reading products  
Reading Assistant

### Assessment Tool Used:

Reading Progress Indicator (RPI)  
Louisiana Educational Assessment Program (LEAP)  
Integrated Louisiana Educational Assessment Program (iLEAP)

## District Statistics

### Ethnic Breakdown

White: 48%  
Black: 46%

### 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](http://www.scilearn.com/resultsreports)

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