

North Carolina students exceed expectations for reading growth

Scientific Learning: Research Briefings, 16(12)

Implementation Objectives

As part of their Joining Forces to Read grant, the Craven County Schools provided the Fast ForWord and Reading Assistant products to students attending 13 schools in the district. The quasi-experimental study reported here evaluates how product use affected student reading achievement by comparing the reading growth scores of students who used the products with those of similar students at 9 district schools that did not use the products.

Methodology

School personnel tested the students' reading achievement at the beginning and end of the study with the North Carolina End-of-Grade or End-of-Course tests (EOG or EOC). School personnel administered the assessments.

At each school, educators were trained in:

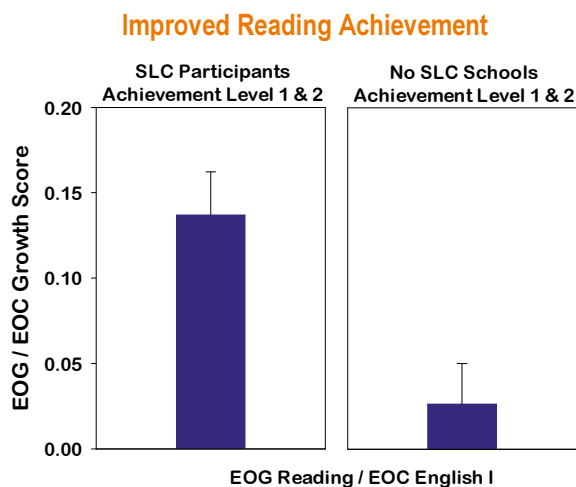
- Current findings on the neuroscience of how phonemic awareness and the acoustic properties of speech impact rapid development of language and reading skills
- Methods for assessing candidates for use of Fast ForWord and Reading Assistant
- Appropriate measures for testing and evaluation
- Effective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

Schedule of Use

Most students used the 30-Minute Fast ForWord protocols, with some of the secondary schools using 40-Minute protocols. These protocols entail using the Fast ForWord products for 30 or 40 minutes a day, five days per week, for nine to sixteen weeks. Some students also used the Reading Assistant product.

Assessment Results

The North Carolina End-of-Grade exams are high stakes tests designed to assess the reading and math achievement of students in grades 3-8; the End-of-Course exams are used to evaluate the achievement of high school students in specific subject areas. Growth scores compare results from the current year to results from past years. Positive growth scores indicate that students have learned more than expected while negative growth scores indicate that students learned less than expected.



Selected students at 13 schools used Scientific Learning products. Their academic growth was compared to that of similar students at 9 schools where the products were not used. An analysis of students who were initially at EOG Reading Level 1 or 2 revealed a statistically significant difference between the growth scores of students who used the products and those who did not ($t(950)=3.2$; $p<0.01$). Further analysis of the Fast ForWord users found that students who completed more products made greater gains than students who completed fewer products.

Educational Gains

The results found in this study support other studies demonstrating that using Scientific Learning products results in the strengthening of foundational reading skills, better positioning students to partake in the classroom curriculum. Participating students significantly improved their reading achievement.



Program Study Statistics

School Years:
2009-2011

Number of Schools:
22

Number of Students:
4,710

Grade Level:
4-9

Products Used:
Fast ForWord Language Series
Fast ForWord Literacy Series
Fast ForWord Reading Readiness
Fast ForWord Reading Levels 1 - 5
Scientific Learning Reading Assistant

Assessment Tool Used:
North Carolina End-of-Grade (EOG)
North Carolina End-of-Course (EOC)

District Statistics

School Environment:
Rural

Demographics
Caucasian: 56%
African American: 31%
Military Dependents: 25%

For other reports showing significant academic gains following use of Scientific Learning products go to:
www.scilearn.com/resultsreports

Contact us for more information:
1-888-282-7401 (US & Canada)
info@scilearn.com
www.scientificlearning.com

Scientific Learning®