

# Louisiana school sees fourth grade pass rate improve by 33%

Scientific Learning: Research Briefings 17(5)

## Implementation Objectives

Educators in the St. Charles Parish Public Schools were interested in evaluating the effects of the Scientific Learning products on student performance. One elementary school used the products with struggling 4<sup>th</sup> graders (the lowest 20% of the class) while one middle school used the products with their entire 6<sup>th</sup> grade class. Scores on the English language arts portion of the annual state tests (LEAP and iLEAP) were used as the outcomes measure.

## Methodology

School personnel tested the students' reading achievement each spring with Louisiana's Annual Assessments (LEAP for grade 4; iLEAP for grades 5 and 6). A score of Basic or above on the LEAP is required for passing the 4<sup>th</sup> grade. The iLEAP provides percentile rankings for students; typical change in percentile rank from 5<sup>th</sup> to 6<sup>th</sup> grade is zero.

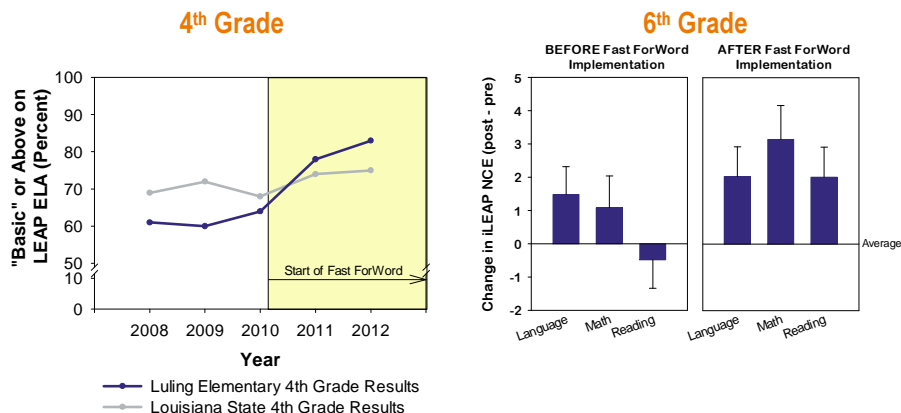
At each school, educators were trained in:

- Current findings on the neuroscience of how phonemic awareness and the acoustic properties of speech impact rapid development of language and reading skills
- Importance of guided oral reading practice for building reading fluency
- Appropriate measures for testing and evaluation
- Effective implementation techniques
- Use of Progress Tracker and MySciLEARN reports to monitor student performance
- Techniques for measuring gains students achieve after using the products

## Schedule of Use

Students used the 40- and 50-Minute Fast ForWord 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 used the Fast ForWord products for an average of 99 days across the school year; 22% of the students completed one product while 59% completed two or more. The 6<sup>th</sup> graders and some of the 4<sup>th</sup> graders also used Reading Assistant.

## Assessment Results



The 4<sup>th</sup> grade analysis shows that 60% of students were at or above Basic in the three years prior to the use of the Scientific Learning products. In the first two years of product implementation, this passing rate increased to 80% (Figure on left).

The 6<sup>th</sup> grade analyses compared each student's 5<sup>th</sup> grade performance (before use) to his or her 6<sup>th</sup> grade performance (after use) and found that, on average, after the class-wide implementation, students made greater gains on the iLEAP than their peers statewide. Furthermore, in the first two years of the class-wide implementation, the 6<sup>th</sup> graders made significantly greater gains than the 6<sup>th</sup> graders had made in the two years prior to the implementation (Figure on right;  $F(1,311) = 4.5$ ;  $p < 0.05$ ).

## 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. The students significantly improved their academic achievement.



## Program Study Statistics

### School Years:

2010-2012

### Number of Schools:

2

### Number of Students:

313

### Grade Level:

4<sup>th</sup>, 6<sup>th</sup>

### Products Used:

Fast ForWord Language Basics  
 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:

Louisiana Educational Assessment Program (LEAP)  
 Integrated Louisiana Educational Assessment Program (iLEAP)

## District Statistics

### Ethnic Breakdown

White: 59%  
 Black: 36%  
 Hispanic: 4%

### Classifications

Economically Disadvantaged: 48%  
 Special Education: 10%

### School Type:

Public

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

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