

Percent of 4th graders at Basic or above on LEAP ELA increases from 51% to 78%

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Implementation Objectives

Educators with the St. Mary Parish Schools in St. Mary Parish, LA, are conducting an ongoing evaluation of how Scientific Learning's products impact their students' reading achievement. This study compares students in the district to students state-wide in terms of their performance on a high stakes test: the Louisiana Educational Assessment Program English Language Arts test (LEAP ELA). These scores are compared for the four years prior to the introduction of Scientific Learning's products in the district, and through six years of product use.

Methodology

At each participating school, educators were trained in:

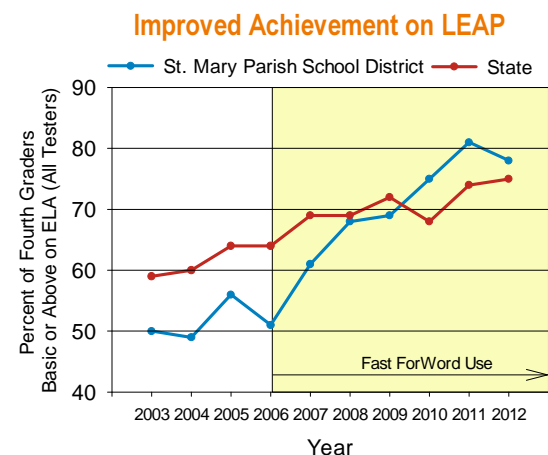
- Current research on the neuroscience of how phonemic awareness and the acoustic properties of speech impact rapid development of language and reading skills;
- Current research on the relationship between fluency and comprehension, and how guided oral reading practice can impact reading improvement;
- Use of Progress Tracker or MySciLEARN reports to monitor student performance;
- Methods for assessing candidates for use of the products;
- Appropriate measures for testing and evaluation;
- Effective implementation techniques.

Schedule of Use

Students participated on the 30-, 40- and 50-Minute protocols which call for using the products 30, 40, or 50 minutes per day, 5 days per week, for 6 to 16 weeks. The students started with the Fast ForWord Language products, then progressed to the Fast ForWord Reading products. Scientific Learning Reading Assistant software was first used in the 2009-2010 school year. Nearly half the students (47%) have completed three or more products.

Assessment Results

The Louisiana Educational Assessment Program (LEAP) is part of Louisiana's criterion-referenced state testing program and is administered to students in the fourth and eighth grades.



Students at eight struggling elementary schools started using the Fast ForWord products during the 2006-2007 school year. During the 2008-2009 and 2009-2010 school years, Fast ForWord was extended to the rest of the district, and the schools began using Reading Assistant.

Since 2006-2007, the first year of product use, fourth graders in St. Mary Parish have shown dramatic gains in reading achievement as measured by the LEAP ELA.

In six years, the number of fourth graders in the district performing at or above Basic on the LEAP ELA increased from 51% to 78%. In 2010, for the first time in a decade, the percent of St. Mary's fourth graders at Basic or above on the LEAP ELA exceeded the percent statewide, and the district continued to outperform the state in 2011 and 2012.

Educational Gains

The results found in this study support other studies demonstrating that using the Fast ForWord and Reading Assistant products results in the strengthening of foundational reading skills, better positioning students to partake in the classroom curriculum, and helping them to improve their reading achievement.



Program Study Statistics

School Years:

2006-2012

Grade Level:

4th Grade

Products Used:

Fast ForWord® Language Products
Fast ForWord® Reading Products
Scientific Learning Reading Assistant™

Assessment Tool Used:

Louisiana Educational Assessment Program (LEAP)

District Statistics

Ethnic Breakdown:

White: 48%

Black: 46%

Classifications

Economically Disadvantaged: 72%
Students with IEP's: 15%

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

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