

33% reduction in the number of struggling students below Proficient on Michigan reading assessment: Average reading improvement of 1 year and 6 months

Scientific Learning: Research Briefings, 17(9)

Implementation Objectives

Educators in the Flushing Community Schools in Michigan were interested in evaluating the effects of the Fast ForWord products on the reading achievement and skills of their students. A study was conducted by assessing students before and after use of the Fast ForWord products. Study participants were students in grades K-6 who were struggling academically.

Methodology

School personnel administered the Fast ForWord products and all assessments. At each school, educators were trained in:

- Current neuroscience findings on 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
- Effective implementation techniques
- Use of Progress Tracker reports to monitor student performance
- Methods for measuring student gains after Fast ForWord use

Schedule of Use

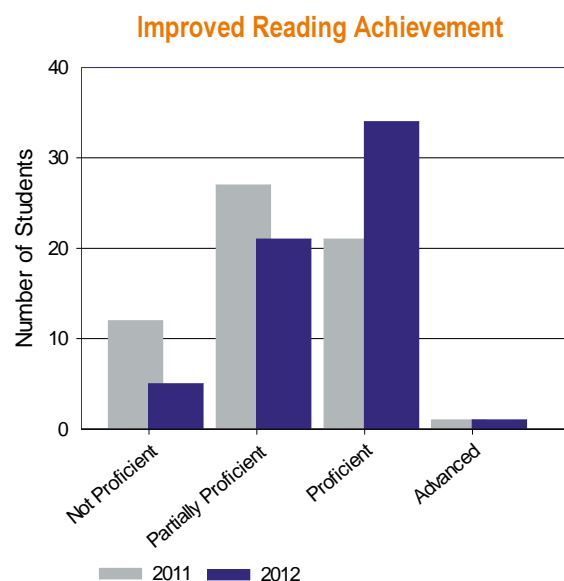
All of the schools assigned the 30-Minute protocols, which call for students to use the Fast ForWord products for 30 minutes a day, five days per week, for twelve to sixteen weeks. On average, students used the products 133 days with 71% Attendance and 97% Participation. Most students (54%) completed two or more products.

Assessments

- Michigan's high stakes assessment, the Michigan Educational Assessment Program (MEAP), is administered each fall in grades 3-8. Student achievement is reported in terms of four Performance Levels, ranging from *Not Proficient* through *Advanced*.
- Reading Progress Indicator (RPI) is a computer-based assessment designed to rapidly measure the effects of the Fast ForWord products by evaluating a student's phonological awareness, decoding, vocabulary, and comprehension skills.

Results

Sixty-one students in grades 4-6 used the Fast ForWord products during the 2011-2012 school year and had MEAP Reading scores available from both 2011 and 2012. After their first year of Fast ForWord use, 23 students (38%) moved up by one or more Performance Levels, and 33% fewer fell below the *Proficient* level.



One hundred thirty-one students in grades K-6 were evaluated with RPI before and after Fast ForWord participation. On average, the students' reading skills improved by one year and six months in the one year between the first and last RPI administrations.

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 made statistically significant improvements in their reading achievement and reading skills.



Program Study Statistics

School Years:

2011-2012

Number of Schools:

4

Number of Students:

138

Grade Level:

K-6

Products Used:

Fast ForWord Language Basics
Fast ForWord Language Series
Fast ForWord Reading Readiness
Fast ForWord Reading Levels 1-3

Assessment Tools Used:

Michigan Educational Assessment Program (MEAP)
Reading Progress Indicator (RPI)

School Statistics

Ethnic Breakdown

White: 90%
Black: 5%
Other/Unspecified: 5%

Classifications

Economically Disadvantaged: 25%

School Type:

Public

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

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