# Fast ForWord®

## reading assistant™

**PROGRAM STUDY STATISTICS**

**School Year:**
2015-2016

**Number of Schools:**
82

**Number of Students:**
808

**Grade Levels:**
K-12

**Products Used:**
Fast ForWord Language Series
Fast ForWord Literacy Series
Fast ForWord Reading Series
Fast ForWord Reading Readiness

**Assessment Tool Used:**
Reading Progress Indicator (RPI)

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

***Contact us for more information:***
*1-888-816-0010 (US and Canada)*
*info@scilearn.com*
*www.scientificlearning.com*

## Scientific Learning®

# New York students show 6 to 10 months gain after 4 to 5 months of reading intervention

**Scientific Learning Research Briefings: 20(8)**

## Implementation Objectives

Schools in New York state are responsible for selecting curricula and programs that help all students meet demanding state learning standards. Fulfilling this mandate in the area of literacy means finding reading programs that are consistent with the scientific research on reading. For this reason, many New York schools now implement the Fast ForWord® products. This state-wide analysis evaluates the impact of this literacy intervention on struggling readers with various classifications.

## Methodology

The study includes all New York students whose reading skills were assessed with Reading Progress Indicator (RPI) before and after Fast ForWord product use, during the 2015-16 school year, and/or the following summer. The students were selected for Fast ForWord participation by local school staff, and they used the products in a school setting. RPI is a standardized, computer-based reading test, correlated with many nationally-normed measures and high-stakes state assessments.

At each school, educators were trained in:
- Current findings on the neuroscience of phonemic awareness and how the acoustic properties of speech impact the rapid development of language and reading skills
- Techniques for effective Fast ForWord implementation
- Use of MySciLEARN™ reports to monitor student progress
- Techniques for measuring student gains

## Product Use

Study participants were assigned to work on the Fast ForWord products for 30 to 90 minutes per day, 3 or 5 days per week (the majority used the 30 minute, 5 day schedule). On average, these students used 2.0 products and completed 1.0 product, during 89 days of use. Implementation fidelity was moderate, with students attending 73% of scheduled days and completing 85% of daily protocol minutes.

## Assessment Results

Across all groups, the students' average reading level was 2.2 on the initial test, well below their average grade level of 3.9. Both the unclassified and classified students were struggling readers, with the unclassified students falling more than one year below grade level and the classified students falling more than two years below.

### New York Students Exceed Expectations
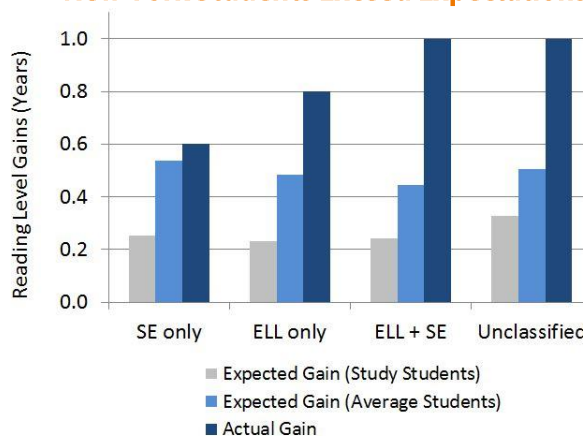


After Fast ForWord use, study participants showed statistically significant gains in their reading skills (t(807)=28.1, p<0.001).

Given their prior learning trajectories, these students were expected to progress more slowly than average students during the 4 to 5 months between tests; in fact, they improved their reading levels by an average of 6 to 10 months, exceeding expectations.

## Educational Gains

The results found in this study support a substantial body of research demonstrating that Fast ForWord use strengthens foundational skills, better positioning students to benefit from the classroom curriculum.

New York students improved their reading skills and increased their rate of reading growth.