

PROGRAM STUDY STATISTICS

School Years:

2014-2015

Number of Schools:

93

Number of Students:

4,951

Grade Levels:

K-8

Products Used:

Fast ForWord Language Series
Fast ForWord Literacy Series
Fast ForWord Reading Series
Fast ForWord Reading Readiness
Reading Assistant

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

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Louisiana students show 1 to 1.2 years of gain after 5 to 6 months of reading intervention

Scientific Learning Research Briefings: 20(2)

Implementation Objectives

Louisiana’s Comprehensive Literacy Plan recognizes literacy as both the cornerstone for education and an essential set of skills for success in life. Responding to the call for research-based intervention strategies, many Louisiana schools have implemented Scientific Learning’s Fast ForWord® and Reading Assistant™ products. This state-wide analysis evaluates the impact of using these products as literacy interventions for struggling elementary and middle school students.

Methodology

Study participants were students in Louisiana schools whose reading skills were assessed before and after the intervention, during the 2014-15 school year. All participants used one or more Fast ForWord products; some also used the Reading Assistant software. Student skills were assessed with Reading Progress Indicator (RPI), a standardized, computer-based reading test that is correlated with many nationally-normed measures and high-stakes state 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
- Research findings on the importance of guided oral reading for building reading fluency
- Techniques for effective Fast ForWord and Reading Assistant implementation
- Use of MySciLEARN™ reports to monitor student progress
- Techniques for measuring student gains

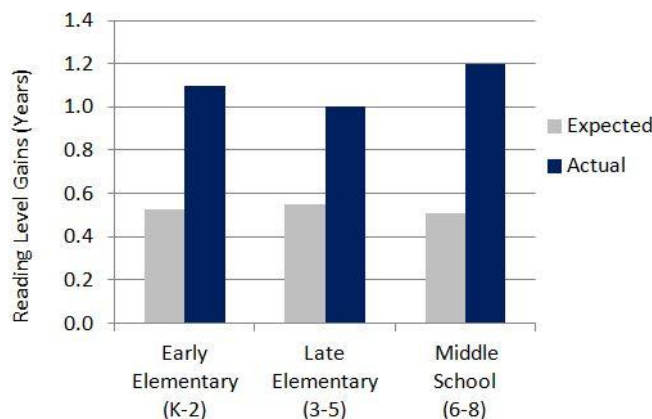
Product Use

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 2.3 products and completed 1.6 products, during 95 days of use. Implementation fidelity was moderate to strong, with students attending 74% of scheduled days and completing 88% of daily protocol minutes. Reading Assistant was also used by 513 study participants, who completed an average of 17 reading selections during 11 hours of use.

Assessment Results

On their initial test, the students’ average reading level was below their grade level (ranging from 0.5 year behind for students in early elementary, to 1.6 years behind for those in middle school).

Louisiana Students Exceed Expectations



After Fast ForWord and Reading Assistant use, study participants showed statistically significant gains in their reading skills ($t(4950)=73.4, p<0.001$).

Given their prior learning trajectories, these students were expected to progress more slowly than average students during the 5 to 6 months between tests; in fact, they improved their reading levels by an average of 1.0 to 1.2 years, far exceeding expectations.

Educational Gains

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

Louisiana students improved their reading skills and increased their rate of reading growth.