



Mississippi students more than double their rate of reading growth after interventions

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PROGRAM STUDY STATISTICS

School Years:
2014-2015

Number of Schools:
20

Number of Students:
623

Grade Levels:
K-12

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)

Implementation Objectives

Mississippi’s Literacy-Based Promotion Act places an emphasis on achieving grade-level reading skills, especially in grades K-3. This state-wide analysis evaluates the impact of using Scientific Learning’s Fast ForWord® and Reading Assistant™ products as reading interventions for struggling students in grades K-3 and beyond.

Methodology

Participants were students in Mississippi whose reading skills were assessed before and after intervention, during the 2014-15 school year. 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

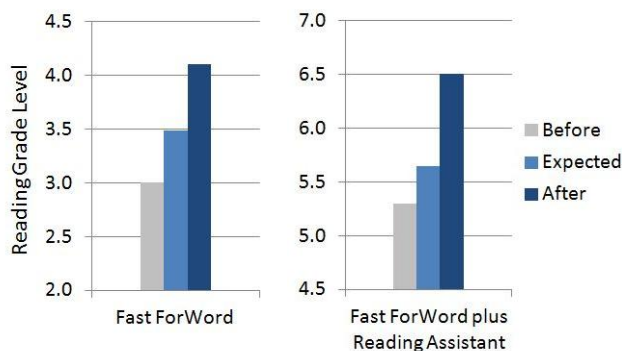
Product Use

All 623 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 1.5 products, over 90 days of use. Implementation fidelity was strong, with students attending 80% of scheduled days and completing 95% of daily protocol minutes. Reading Assistant was also used by 81 study participants, who completed an average of 19 reading selections over 17 hours of use.

Assessment Results

On their initial test, those students who used Fast ForWord without Reading Assistant had an average reading level was 3.0, which was more than a year below the group’s average grade level of 4.2. After 5 months of intervention, their average reading level rose to 4.1. The students who used Fast ForWord plus Reading Assistant were older (the majority were high school students). Their initial test showed an average reading level of 5.3, which was more than two years below their average grade level of 7.7. After 3 months of intervention, their average reading level rose to 6.5.

Mississippi Students Exceed Expectations



Both groups of students showed statistically significant gains in their reading skills after intervention (Fast ForWord: $t(541)=19.0, p<0.001$; Fast ForWord plus Reading Assistant: $t(80)=8.9, p<0.001$).

Further analysis focused on the 304 participants in grades K-3. This subset made statistically significant gains ($t(303)=16.9, p<0.001$), with average scores moving from the 27th percentile to the 53rd percentile.

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.

Mississippi students showed an accelerated rate of reading growth.

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

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