



Texas students show 1.2 years of reading growth after 5 months of intervention

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PROGRAM STUDY STATISTICS

School Years:
2014-2015

Number of Schools:
203

Number of Students:
3,401

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

This state-wide analysis evaluates the impact of using Scientific Learning's Fast ForWord® and/or Reading Assistant™ products as a reading intervention for struggling students with a variety of educational classifications.

Methodology

Participants were students in Texas 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 assessment which is strongly correlated with the State of Texas Assessments of Academic Readiness (STAAR).

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

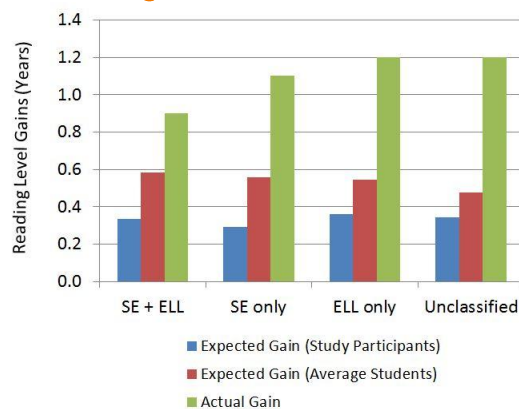
Product Use

Students used an average of 1.6 Fast ForWord products over 69 days of use. Most of the students were scheduled to use the Fast ForWord products 20 minutes per day, for 3 or 5 days per week. Implementation fidelity was moderate, with students attending 76% of scheduled days and completing 91% of daily protocol minutes. Reading Assistant users completed an average of 12 reading selections over 11 hours of use.

Assessment Results

On their initial test, the students' average reading level was 3.1, more than 2 years below their average grade level of 5.5. After 5 months of intervention, their average reading level rose to 4.3.

Reading Gains After Fast ForWord



Given their prior learning trajectories, these students were expected to gain just 3 months in reading level during the 5 months between tests; instead, they improved their reading level by an average of 1.2 years, far exceeding expectations.

Further analyses revealed statistically significant gains across four populations: students receiving special education services (SE only; $t(613)=20.7$, $p<0.001$), English language learners (ELL only; $t(795)=28.9$, $p<0.001$), students with both classifications (SE+ELL; $t(188)=9.9$, $p<0.001$), and unclassified students ($t(1801)=42.7$, $p<0.001$).

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.

Regardless of educational classification, Texas students increased their 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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