

# Bridges Academy students exceed expected gains in reading skills

## Implementation Objectives

Bridges Academy, a private school serving students with learning disabilities in Winter Springs, FL, was interested in evaluating the effects of adding Scientific Learning Reading Assistant software to their existing Fast ForWord implementation for improving the reading skills of their students. They conducted a case study involving the assessment of student reading skills before and after a period of concurrent Reading Assistant and Fast ForWord product use. Study participants were 2<sup>nd</sup> through 10<sup>th</sup> graders.

## Methodology

School personnel tested the students' reading skills at the beginning and end of the study period using subtests from the Woodcock Reading Mastery Tests-Revised (WRMT-R).

Educators were trained in:

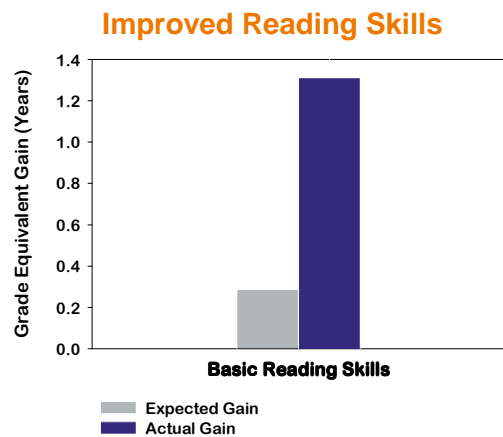
- Current findings on the neuroscience of how phonemic awareness and the acoustic properties of speech impact rapid development of language and reading skills
- Methods for assessing candidates for Fast ForWord and/or Reading Assistant use
- Appropriate measures for testing and evaluation
- Effective implementation techniques
- Use of Progress Tracker reports to monitor student performance
- Techniques for measuring gains students achieved after using the products

## Schedule of Use

During the study period, students completed an average of 30 Reading Assistant sessions, each lasting 20 to 30 minutes. They also used the Fast ForWord products five days a week for 30, 40, 50 or 90 minutes a day, depending on the assigned protocol. The study period lasted an average of six weeks.

## Assessment Results

The Woodcock Reading Mastery Tests-Revised is a standardized, nationally-normed, individually administered test battery that measures important aspects of reading ability.



Seventeen study participants took the Word Identification, Word Attack, and Passage Comprehension subtests of the WRMT-R before and after a period of using Fast ForWord and Reading Assistant products. On average, they showed significant improvements in reading skills, with similar gains across all three subtests. In an average of three months, the students improved their grade equivalent scores by an average of one year and three months on the Basic Skills Composite, which combines the Word Identification and Word Attack subtests.

## Educational Gains

The results found in this study indicate that combined use of Reading Assistant and Fast ForWord products can rapidly strengthen foundational reading skills, better positioning students to partake in the classroom curriculum.

Students achieved significant gains in reading skills.



## Study Overview

### Products Used:

Scientific Learning Reading Assistant  
Fast ForWord Language  
Fast ForWord Language to Reading  
Fast ForWord Literacy  
Fast ForWord Literacy Advanced  
Fast ForWord Reading Level 1  
Fast ForWord Reading Level 2  
Fast ForWord Reading Level 3  
Fast ForWord Reading Level 5

### Number of Students:

17 students

### Grade Levels:

2<sup>nd</sup>-10<sup>th</sup> grade

### Assessment tool used:

Woodcock Reading Mastery Tests-Revised (WRMT-R)

*The results in this report are based on the data available in Scientific Learning's databases on the date the data were pulled.*

*For detailed analysis of this data or to request other reports showing significant academic gains following use of Scientific Learning products go to:*  
[www.scilearn.com/resultsreports](http://www.scilearn.com/resultsreports)

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