

Percent of 4th graders at Basic or above on LEAP ELA increases from 53% to 78%

Implementation Objectives

The St. Mary Parish Public School System in Centerville, LA, was interested in continuing to evaluate the impact of Scientific Learning's products on their students' reading achievement. In this study, the LEAP English Language Arts (ELA) high stakes test was used to compare the achievement of their fourth graders to the achievement of fourth graders throughout Louisiana.

Methodology

Each year, school personnel in Louisiana use the Louisiana Educational Assessment Program (LEAP) to evaluate the reading proficiency of 4th graders. At the beginning of the 2006-2007 school year, the St. Mary Parish Public School System started school-wide use of the Fast ForWord products at seven elementary schools that were in Academic Assistance (a designation for schools that fail to improve sufficiently). Students at an eighth struggling elementary school started using the products later that year.

At each school, educators were trained in:

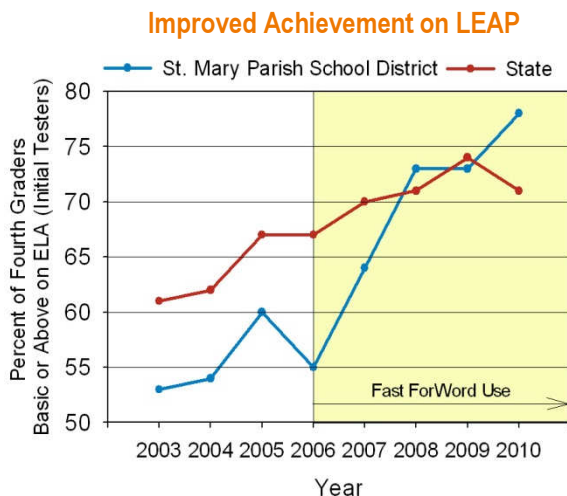
- Current findings on the neuroscience of how phonemic awareness and the acoustic properties of speech impact rapid development of language and reading skills
- Methods for assessing candidates for use of Scientific Learning's products
- Appropriate measures for testing and evaluation
- Effective implementation techniques
- Use of Progress Tracker reports to monitor student performance
- Techniques for measuring student gains

Schedule of Use

Students participated on the 30-, 40- and 50-Minute protocols which call for using the products 30-, 40-, or 50- minutes per day, 5 days per week, for 6 to 16 weeks. The students started with the Fast ForWord Language products, and then progressed through the Fast ForWord Reading products. Scientific Learning Reading Assistant software was first used during the 2009-2010 school year.

Assessment Results

The Louisiana Educational Assessment Program (LEAP) is part of Louisiana's criterion-referenced state testing program and is administered to students in the fourth and eighth grades.



Students at eight struggling elementary schools started using the Fast ForWord products during the 2006-2007 school year. Since that year, fourth graders in the St. Mary Parish Public School System have shown dramatic improvements in their reading achievement as measured by the LEAP English Language Arts (ELA) test.

In 2008, for the first time in a decade, the district exceeded the state average for the percentage of fourth graders reading at or above the Basic level on the initial test.

During the 2008-2009 and 2009-2010 school years, Fast ForWord was extended to the rest of the

district, and the schools began using Reading Assistant. In four years, the percent of fourth graders in the district performing at or above Basic on the initial LEAP ELA test increased from 53% to 78%.

Educational Gains

The results found in this study support other studies demonstrating that using the Fast ForWord and Reading Assistant products results in the strengthening of foundational reading skills, better positioning students to partake in the classroom curriculum, and helping them to improve their reading achievement.



Program Study Statistics

School Years:

2006-2010

Grade Level:

4th Grade

Products Used:

Fast ForWord® Language Products
Fast ForWord® Reading Products
Scientific Learning Reading Assistant™

Assessment Tool Used:

Louisiana Educational Assessment Program (LEAP)

District Statistics

Ethnic Breakdown

White: 48%

Black: 46%

Environment:

Rural

For detailed analysis of this data or to request other reports showing significant academic gains following use of the Fast ForWord family of products go to: www.scilearn.com/resultsreports

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