

# New Rochelle High School students improve reading skills by more than 1 year in less than 4 months

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## Implementation Objectives

Staff members at the New Rochelle City School District in New Rochelle, New York, were interested in evaluating the effects of the Fast ForWord products on the academic skills of their students. They used a case study, involving the assessment of high school students' reading skills before and after use of the Fast ForWord products. Study participants were ninth graders at New Rochelle High School who were selected for Fast ForWord participation because of their weak reading skills.

## Methodology

School personnel tested the students' reading skills at the beginning and end of the study with Reading Progress Indicator (RPI). School personnel administered the assessment.

At each school, educators were trained in:

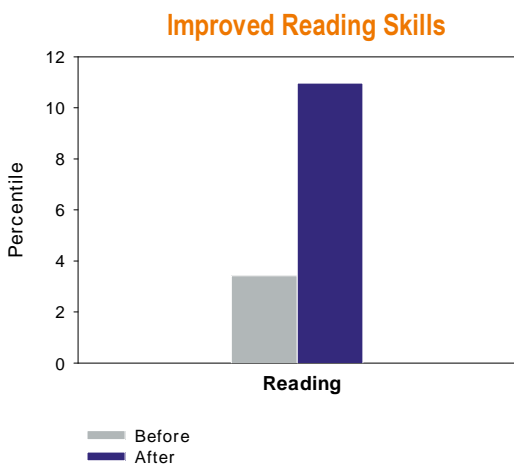
- Current findings on the neuroscience of how phonemic awareness and the acoustic properties of speech impact rapid development of language and reading skills
- Methods for assessing candidates for use of Fast ForWord
- Appropriate measures for testing and evaluation
- Effective implementation techniques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

## Schedule of Use

Most students used the 30- or 40-Minute protocols, which call for students to use the Fast ForWord products for 30 or 40 minutes a day, five days per week for nine to sixteen weeks. Students used the products for an average of 43 days across four months during the 2010 – 2011 school year, with average participation of 89% and attendance of 67%.

## Assessment Results

Reading Progress Indicator (RPI) is a nationally-normed, computerized assessment developed by Scientific Learning in partnership with Bookette Software Company. RPI assesses students' early reading skills including phonemic awareness, decoding, vocabulary, and comprehension.



Study participants were in the ninth grade with an initial average skill level slightly below the sixth grade level. In the four months between the first and last assessment, participants made statistically significant improvements in their reading skills scores ( $t(42) = 6.9$ ,  $p < 0.001$ ) averaging over one year of improvement, which corresponds to an improvement from the 3<sup>rd</sup> to the 11<sup>th</sup> percentile. Students in this study also took the Scholastic Reading Inventory (SRI) and one score was available from the fall or winter administration. The correlation between RPI and SRI was statistically significant ( $p < 0.01$ ) with a correlation coefficient of 0.50.

## Educational Gains

The results found in this study support other studies demonstrating that using Scientific Learning products results in the strengthening of foundational reading skills, better positioning students to partake in the classroom curriculum.

The students significantly improved their reading skills.



## Program Study Statistics

### School Years:

2010 - 2011

### Number of Schools:

1

### Number of Students:

43

### Grade Level:

9<sup>th</sup> Graders

### Products Used:

Fast ForWord Language Series  
Fast ForWord Reading Series

### Assessment Tool Used:

Reading Progress Indicator (RPI)

## School Statistics

### Ethnic Breakdown

White: 63%

Black: 21%

Other: 8%

### Classifications

Economically Disadvantaged: 14%

### Environment:

Small City

For 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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