

# One-half year increase in reading after a one-month summer program using Reading Assistant™

## Implementation Objectives

The Marion County Schools in West Virginia were interested in evaluating the impact of Reading Assistant software use within an intensive summer school program, on readers who had demonstrated “partial mastery” on the state assessment. In the summer of 2009, prior to entering the fifth grade, 60 students took part in a month-long Reading and Language Arts Academy, which included Reading Assistant participation, supplemental Fast ForWord Reading Level 3 participation, and other academic activities.

## Methodology

School personnel tested the students' reading skills at the beginning and end of the study with the Scholastic Reading Inventory (SRI).

Educators were trained in:

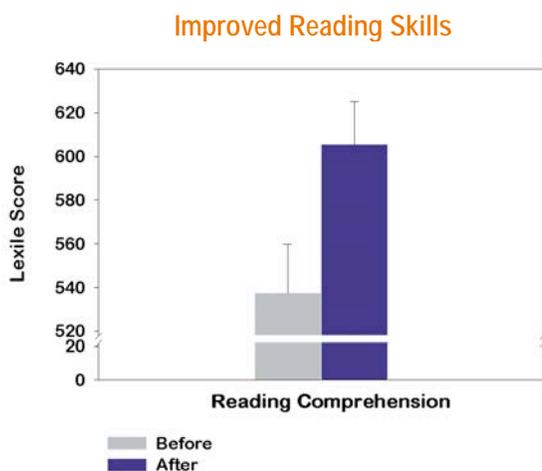
- Current findings on the neuroscience of how phonemic awareness and the acoustic properties of speech impact rapid development of language and reading skills
- Methods for assessing candidates for use of Fast ForWord and Reading Assistant
- Appropriate measures for testing and evaluation
- Effective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

## Schedule of Use

Students worked for 30 minutes a day on Reading Assistant and 30 minutes a day on Fast ForWord Reading Level 3, three to four days per week, for four weeks. Their Fast ForWord use was considered supplemental because their schedule did not permit them to follow the recommended protocol (30 minutes a day, five days per week, for twelve to sixteen weeks).

## Assessment Results

The SRI is a research-based, computer-adaptive reading assessment for Grades K–12 that measures students' level of reading comprehension and is suitable for progress monitoring. School personnel administered the assessment and reported the students' Lexile scores for analysis.



Complete scores were available for 47 of the 60 students. After one month of Reading Assistant use, these students made significant gains on the SRI. On average, their Lexile scores improved by 68 points. Average students at the 4<sup>th</sup> to 5<sup>th</sup> grade level typically gain between 100 and 120 Lexile points in a year. In this one month summer program, participants gained more than half a year in reading comprehension, on average.

## 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.

Students made significant gains in reading comprehension.



## Program Study Statistics

### School Years:

2009 (summer program)

### Number of Students:

60 students

### Grade Level:

5th Grade

### Products Used:

Reading Assistant

Fast ForWord Reading Level 3

### Assessment Tool Used:

Scholastic Reading Inventory (SRI)

## District Statistics

### Ethnic Breakdown

Black: 7%

White: 92%

Hispanic: 1%

### Classifications

English Language Learners: <1%

Students with IEP's: 14%

Economically Disadvantaged: 50%

### 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](http://www.scilearn.com/resultsreports)*

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