

44% of students improved their MCAS ELA Achievement Level

Scientific Learning Research Briefings: 14(15)-MCAS

Implementation Objectives

The Everett Public Schools were interested in evaluating the ongoing impact of the Fast ForWord products and the Scientific Learning Reading Assistant software on the reading achievement of their students. They used a single-group design involving the assessment of the students' English/Language Arts achievement. Study participants were 145 students in the 4th through 8th grades who first used the Fast ForWord products during the 2009-2010 school year and 118 students who first used the products during the 2007-2008 school year.

Methodology

School personnel test the students' reading achievement each year with the English/Language Arts component of the Massachusetts Comprehensive Assessment System (MCAS).

At each school, educators were trained in:

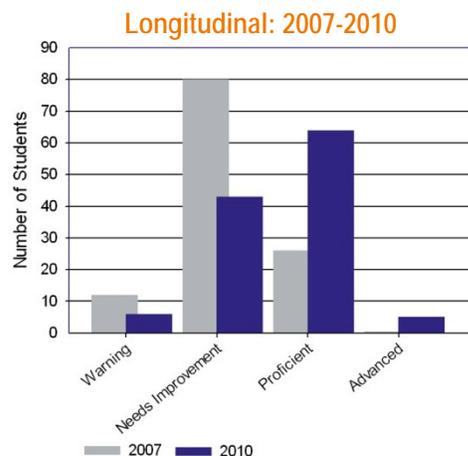
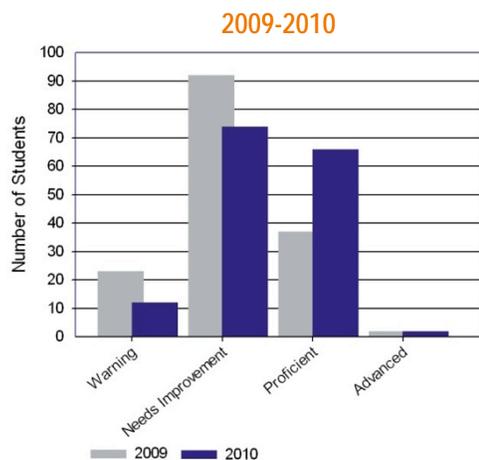
- Current research findings on the relationship between fluency and comprehension and how guided oral reading practice can impact reading improvement
- Methods for assessing candidates for use of the products
- Appropriate measures for testing and evaluation
- Effective implementation techniques
- Use of Progress Tracker reports to monitor student performance
- Techniques for measuring gains students achieve after using the products

Product Use

Most students used the 50-Minute protocol, which calls for students to use the Fast ForWord products for 50 minutes a day, five days per week, for six to ten weeks.

Assessment Results

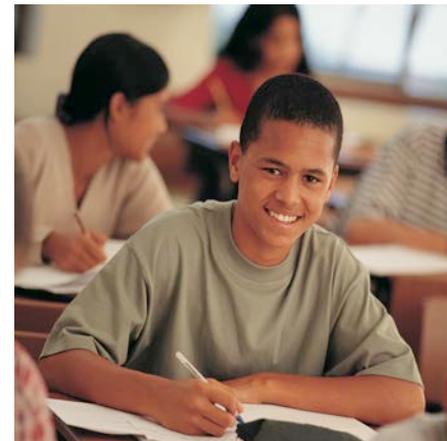
The Massachusetts Comprehensive Assessment System (MCAS) is Massachusetts' high stakes test and is designed to measure the students' performance against the Massachusetts Curriculum Framework learning standards. Results from the English/Language Arts (ELA) component of the assessment were analyzed for this study.



On average, the study participants who were struggling with their reading skills and first used the products during the 2009-2010 school year made statistically significant gains on their MCAS ELA scores. After their first year of use, there was a net increase in achievement level by 27% of the participants. In a longitudinal study of 118 students who first used the products during the 2007-2008 school year, by 2010, there was a net increase in achievement level by 44% of the students.

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. Students significantly improved their reading achievement.



Program Study Statistics

School Years:
2007-2010

Number of Schools:
7

Number of Students:
263

Grade Level:
4-8

Products Used:
Fast ForWord Language Series
Fast ForWord Reading Series
Reading Assistant

Assessment Tool Used:
Massachusetts Comprehensive
Assessment Series (MCAS)

District Statistics

Ethnic Breakdown

White: 47%
Hispanic: 26%
Black: 17%

Classifications

English Language Learners: 41%
Students with IEP's: 17%
Economically Disadvantaged: 69%

Environment:
Urban

For other reports showing significant academic gains following use of Scientific Learning products go to:
www.scilearn.com/resultsreports

Contact us for more information:
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