

# Florida Charter school increases percent of Proficient readers by 33%; 70% of students make ALG

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## Implementation Objectives

Edward W. Bok Academy in the Lake Wales Charter Schools, was interested in evaluating the effects of the Fast ForWord products on the academic achievement of its students. An observational study was used, involving the assessment of student reading and math achievement before and after use of the Fast ForWord products. At the time of Fast ForWord use, the study participants were 6<sup>th</sup> through 8<sup>th</sup> graders at Bok Academy.

## Methodology

School personnel tested the students' reading achievement at the beginning and end of the study with the Florida Comprehensive Assessment Test (FCAT).

At each school, educators were trained in:

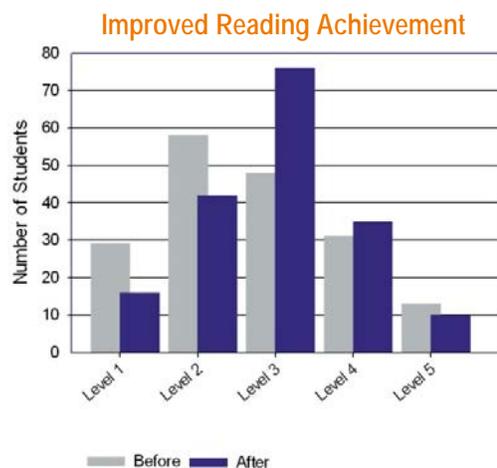
- Current findings on the neuroscience of how phonemic awareness and the acoustic properties of speech impact rapid development of language and reading skills
- Methods for assessing candidates for use of Fast ForWord products
- Appropriate measures for testing and evaluation
- Effective implementation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

## Schedule of Use

Most students used the 40-Minute protocols, which call for students to use the Fast ForWord products for 40 minutes a day, five days per week for nine to 13 weeks. Students used the products for an average of 31 days across four months.

## Assessment Results

The Florida Comprehensive Achievement Test (FCAT) is a high stakes test designed to assess student achievement of skills represented in Florida's Sunshine State Standards. Scores are reported in terms of a Developmental Scale Score (DSS) and Achievement Level. Students at FCAT Reading Level 1 or 2 can make Annual Learning Gains (ALG), a component in determining a school's grade, by improving an achievement level or increasing their DSS by more than the expected gain; students at FCAT Reading Level 3 or above must maintain or improve their FCAT achievement level.



On average, study participants made statistically significant improvements in their reading scores ( $t(178) = 9.2$ ;  $p < 0.001$ ) with the number of students who were Proficient in Reading (Level 3 or above) increasing from 51% before Fast ForWord participation to 68% after participation, and the number Proficient in Math increasing from 62% before participation to 70% after participation. Seventy percent of the study participants made ALG in Reading with the average gains of Level 1 and Level 2 Title I students exceeding expected gains by a statistically significant amount ( $t(57) = 3.72$ ;  $p < 0.05$ ). Level 1 and Level 2 English Language Learners and students receiving Special Education services also exceeded expected improvements, but the number of students was too small for statistical analyses.

## 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 achievement.



## Program Study Statistics

### School Years:

2009-2010

### Number of Schools:

1

### Number of Students:

199

### Grade Level:

6-8

### Products Used:

Fast ForWord Literacy Series  
Fast ForWord Reading Levels 1 - 5

### Assessment Tool Used:

Florida Comprehensive Assessment Test (FCAT)

## School Statistics

### Ethnic Breakdown

White: 63%  
Black: 16%  
Hispanic: 16%

### Classifications

Economically Disadvantaged: 57%

### School Type:

Charter

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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