

PROGRAM STUDY STATISTICS

School Years:

2014-2015

Number of Schools:

117

Number of Students:

2,788

Grade Levels:

K-12

Products Used:

Fast ForWord Language Series
Fast ForWord Literacy Series
Fast ForWord Reading Series
Fast ForWord Reading Readiness
Reading Assistant

Assessment Tool Used:

Reading Progress Indicator (RPI)

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

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Florida students show 9 months gain after 5 months of reading intervention

Scientific Learning Research Briefings: 20(4)

Implementation Objectives

The Just Read, Florida initiative is focused on bringing every student in the state up to grade level in reading, through the application of scientifically based reading research. As schools seek research-based instructional materials and strategies to address specific student needs, many have turned to Scientific Learning's Fast ForWord® and/or Reading Assistant™ products. This study evaluates the impact of using these interventions for struggling readers with various educational classifications.

Methodology

Participants were students in Florida schools whose reading skills were assessed before and after the intervention, during the 2014-15 school year. Student skills were assessed with Reading Progress Indicator (RPI), a standardized, computer-based reading test that is correlated with many nationally-normed measures and high-stakes state assessments.

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
- Research findings on the importance of guided oral reading for building reading fluency
- Techniques for effective Fast ForWord and Reading Assistant implementation
- Use of MySciLEARN™ reports to monitor student progress
- Techniques for measuring student gains

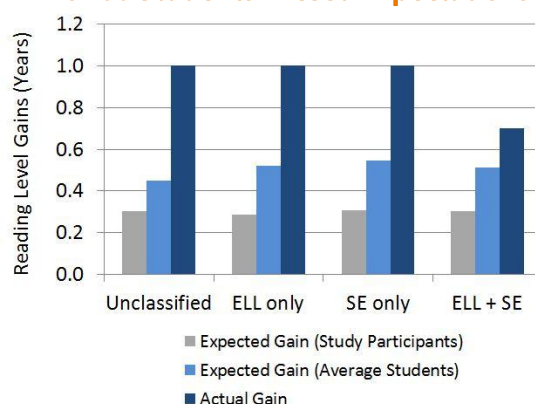
Product Use

All study participants were assigned to work on the Fast ForWord products for 30 to 90 minutes per day, 3 or 5 days per week (half used the 30 minute, 5 day schedule). On average, the students used 1.9 products and completed 1.0 product, over 74 days of use. Implementation fidelity was moderate, with students attending 76% of scheduled days and completing 90% of daily protocol minutes. Reading Assistant was also used by 188 study participants, who completed an average of 12 reading selections over 11 hours of use.

Assessment Results

On their initial test, the students' average reading level was 2.8, one and a half years below their average grade level of 4.3. After intervention, the average reading level improved to 3.7.

Florida Students Exceed Expectations



Given their prior learning trajectories, these students were expected to make just 3 months of gain during the 5 months between tests. In fact, they averaged 9 months of gain, far exceeding expectations.

Statistically significant gains were seen for students with various educational classifications: English language learners (ELL; $t(90)=8.27$, $p<0.001$), students receiving special education services (SE; $t(482)=19.06$, $p<0.001$), both (ELL+SE; $t(80)=4.75$, $p<0.001$), and neither (Unclassified; $t(2132)=37.79$, $p<0.001$).

Educational Gains

The results found in this study support a substantial body of research demonstrating that use of the Fast ForWord and Reading Assistant products results in the strengthening of foundational skills, better positioning students to benefit from the classroom curriculum.

Regardless of educational classification, Florida students increased their rate of reading growth.