Following Reading Assistant use, 22% more students reach Texas reading standard

Scientific Learning Research Briefings: 14(11)

Implementation Objectives

Educators at Sam Houston Elementary School, in the Grand Prairie Independent School District, Grand Prairie, Texas, were interested in evaluating the effects of Scientific Learning Reading Assistant™ software on the reading achievement of their students. They conducted an observational study which compared scores from the annual state reading assessment for the years before and after a group of students used Reading Assistant.

Methodology

School personnel tested the students' reading skills as part of mandatory state-wide assessment program in the spring of 2008 and again in the spring of 2009, with the Reading portion of the Texas Assessment of Knowledge and Skills (TAKS). In the winter of 2009, 34 students used the Reading Assistant software. This study focuses on the 18 students who used the software for at least 20 minutes, and had 2008 and 2009 test scores available.

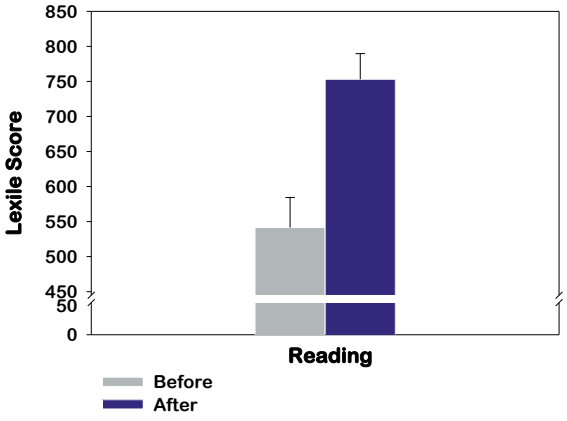
Product Use

Reading Assistant software provides a computer-based tutor for guided oral reading practice, combining advanced speech recognition technology with research-based interventions. On average, the study participants used Reading Assistant software for 2.5 hours over a period of 27 calendar days.

Assessment Results

The TAKS is administered annually throughout Texas and is closely aligned with the state's curricular standards. Lexile® reading scores were reported and analyzed to evaluate the students' growth between the 2008 and 2009 assessments.

Reading Achievement on the TAKS



From 2008 to 2009, the study participants improved their group average Lexile reading score from 541 to 753. This was a statistically significant improvement, t (17) = 6.6, p<.001. Furthermore, the percentage of students who met the Texas standard for reading (earning a scale score of 2100 or greater) improved from 56% to 78%, for a 22% increase. This improvement in passing rate was also statistically significant, χ^2 (1, n = 18) = 6.43, p = .01.

Educational Gains

The results found in this study suggest that using the Reading Assistant software for guided oral reading practice can strengthen foundational reading skills, better positioning students to partake in the classroom curriculum, and dramatically impacting students' reading achievement.

Students achieved significant gains in reading achievement.

Program Study Statistics

School Years:
2008-2009

Number of Schools:
1

Number of Students:
18

Grade Level:
5th grade

Products Used:
Reading Assistant

Assessment Tool Used:
Texas Assessment of Knowledge and Skills (TAKS)

District Statistics

Ethnic Breakdown
White: 15%
Black: 18%
Hispanic: 63%

Classifications
English Language Learners: 24%
Students with IEP's: 9%
Economically Disadvantaged: 66%

Environment:
Suburban

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

Contact us for more information:
1-888-282-7401 (US and Canada)
info@scilearn.com
www.scientificlearning

Scientific Learning®