

PROGRAM STUDY STATISTICS

School Year:
2018-2019

Number of Schools:
2

Number of Students:
88

Grade Level:
3rd – 8th

Products Used:
Fast ForWord Foundations I
Fast ForWord Foundations II
Fast ForWord Reading Level 2
Fast ForWord Reading Level 3
Reading Assistant Plus

Assessment Tools Used:
Reading Progress Indicator

DISTRICT STATISTICS

Ethnic Breakdown

White: 88%
Black: 3%
Hispanic: 4%
Asian: 2%

Classifications

English Language Learners: 6%
Students with IEP's: 14%
Economically Disadvantaged: 41%

Environment:

Suburban

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

Contact us for more information:
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Students who used Fast ForWord Foundations I in a Randomized Controlled Trial Improved Skills from 37th Percentile to 54th Percentile

Scientific Learning Research Briefings: 24(1)

Implementation Objectives

Educators from the Boone County Schools in Boone County, KY, were interested in evaluating the impact of the Fast ForWord Foundations I and Reading Assistant Plus products on the early literacy skills of their elementary and middle school students.

Methodology

The study design was a randomized controlled trial. Students in grades 3-8 were randomly assigned to an experimental group or a comparison group. The experimental group used a combination of Fast ForWord and Reading Assistant Plus software. Before and after the intervention, the students' skills were assessed by school personnel using Scientific Learning's Reading Progress Indicator (RPI), a norm-referenced test of early reading skills including phonological awareness, phonics, vocabulary, and listening and reading comprehension.

At each school, educators were trained in:

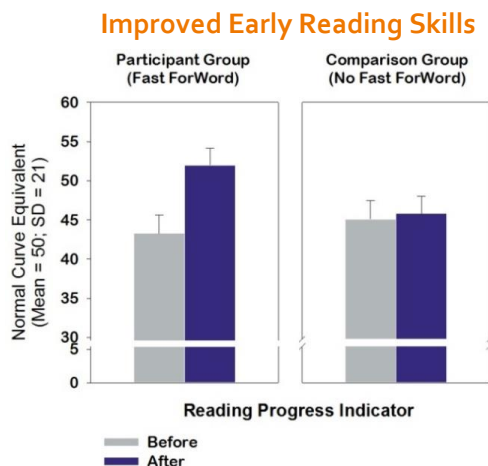
- Current findings on the neuroscience of how phonemic awareness and the acoustic properties of speech impact rapid development of language and reading skills
- Research findings on the importance of guided oral reading for building reading fluency
- Techniques for effective Fast ForWord and Reading Assistant Plus implementation
- Use of MySciLEARN™ reports to monitor student progress
- Techniques for measuring student gains

Product Use

Students in the experimental group were assigned to use the Fast ForWord products 50 minutes a day, five days a week and the Reading Assistant Plus software 20 minutes a day, two days a week. The students started in late October, using the Fast ForWord Foundations I product. As time permitted, they progressed to Fast ForWord Foundations II (students who were performing below the 35th percentile, or were more than one year behind in reading level), or the Fast ForWord Reading products. On average, students used the products for 26 hours across 7 weeks.

Assessment Results

Prior to Fast ForWord use, the early reading skills of the students ranged from struggling to average, with the skills of most students in the slightly below average range.



Based on the students' RPI scores, the early reading skills of the students in the experimental group improved significantly more than those of the students in the comparison group ($F(1, 76) = 8.12; p = .006$). The experimental group improved by an average of 8 months in the 7½ weeks between assessments compared to the 2 months improvement for the students in the comparison group. This corresponds to an effect size of 0.53 (Hedges' g).

Educational Gains

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

Students who used the Fast ForWord and Reading Assistant Plus products outperformed a comparison group and achieved statistically significant gains in early literacy skills.