Fast ForWord®
reading assistant™

PROGRAM STUDY STATISTICS

School Years:
2014-2015

Number of Schools:
75

Number of Students:
1,426

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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Scientific Learning®

California students show 1 year in reading growth after 5 months of intervention

Scientific Learning Research Briefings: 19(5)

Implementation Objectives
This state-wide analysis evaluates the impact of using Scientific Learning's Fast ForWord® and/or Reading Assistant™ products as a reading intervention for struggling students with a variety of educational classifications.

Methodology
Participants were students in California whose reading skills were assessed before and after 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
On average, the 1,416 Fast ForWord users worked on 2.0 products and completed 1.1 products over 77 days of use. Most students were assigned to work 30 minutes per day, for 3 or 5 days per week. Implementation fidelity was moderate, with students attending 72% of scheduled days and completing 88% of daily protocol minutes. The 313 Reading Assistant users completed an average of 16 reading selections over 9 hours of use.

Assessment Results
On their initial test, the students' average reading level was 2.4, more than a year below the group's overall grade level of 3.5. After 5 months of intervention, their average reading level rose to 3.4.

Reading Gains After Fast ForWord
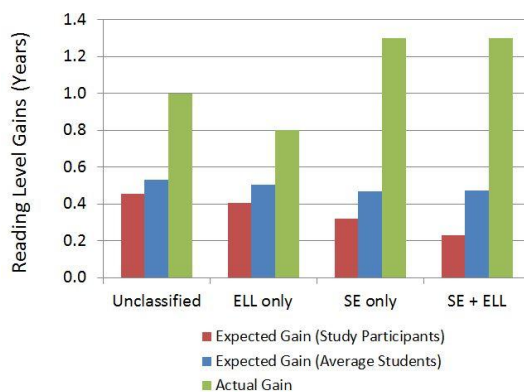
Given their prior learning trajectories, these students were expected to gain just 4 months in reading level during the 5 months between tests; instead, they improved their reading level by an average of 1 year, far exceeding expectations.

Further analyses revealed statistically significant gains across four populations of students: English language learners (ELL only; $t(185)=13.4$, $p<0.001$), students receiving special education services (SE only; $t(274)=13.1$, $p<0.001$), those with both classifications (SE + ELL; $t(49)=7.6$, $p<0.001$), and unclassified students ($t(914)=34.1$, $p<0.001$).

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, California students increased their rate of reading growth.