

## PROGRAM STUDY STATISTICS

### School Years:

2014-2015

### Number of Schools:

49

### Number of Students:

1,232

### 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](http://www.scilearn.com/results)

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# Georgia students show 9 months of gain after 4 months of reading intervention

Scientific Learning Research Briefings: 20(3)

## Implementation Objectives

The Georgia Literacy Task Force describes literacy as “the root of all academic performance,” and recognizes the strong connections between listening, speaking, reading, and writing. As part of their effort to lead the nation in improving student achievement, many of Georgia’s schools are using Scientific Learning’s Fast ForWord® and Reading Assistant™ products. This study evaluates the use of these interventions for struggling readers with a variety of educational classifications.

## Methodology

Participants were students in Georgia schools 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

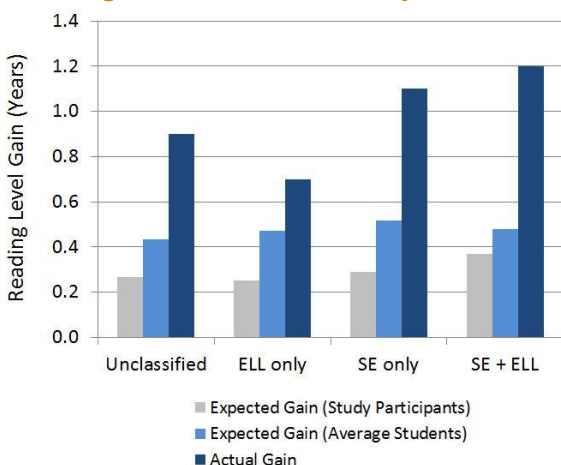
## Product Use

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 (the majority used the 30 minute, 5 day schedule). On average, these students used 2.1 products and completed 1.2 products, over 81 days of use. Implementation fidelity was strong, with students attending 81% of scheduled days and completing 96% of daily protocol minutes. Reading Assistant was also used by 125 study participants, who completed an average of 18 reading selections over 12 hours of use.

## Assessment Results

On their initial test, the students’ average reading level was 2.2, one and a half years below their average grade level of 3.7. After 4 months of intervention, their average reading level rose to 3.1.

### Georgia Students Exceed Expectations



Given their prior learning trajectories, these students were expected to make just 3 months of gain in the 4 months between tests; in fact, they gained an average of 9 months, far exceeding expectations.

Further analyses revealed statistically significant gains across four populations of students: English language learners (ELL only;  $t(172)=13.1$ ,  $p<0.001$ ), students receiving special education services (SE only;  $t(131)=9.5$ ,  $p<0.001$ ), those with both classifications (SE+ELL;  $t(13)=5.9$ ,  $p<0.001$ ), and unclassified students ( $t(912)=31.1$ ,  $p<0.001$ ).

## 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, Georgia students increased their rate of reading growth.