

69% of students with limited English improved performance on the MEPA

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Implementation Objectives

The Everett Public Schools were interested in evaluating the impact of the Fast ForWord products on the English proficiency of their students. They used a single-group design involving the assessment of the students' English skills. Study participants were 88 students in kindergarten through 12th grade who first used the Fast ForWord or Reading Assistant products during the 2009-2010 school year.

Methodology

School personnel tested the students' English proficiency each year with the Massachusetts English Proficiency Assessment (MEPA).

At each school, educators were trained in:

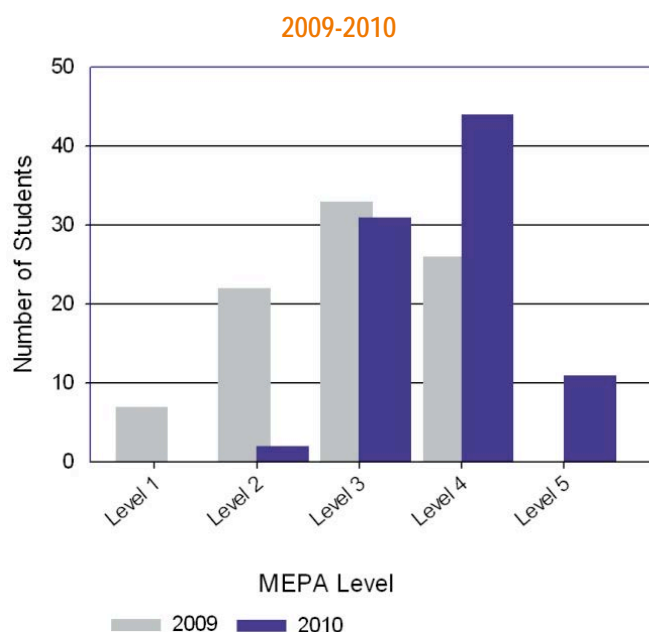
- Current research findings on the relationship between fluency and comprehension and how guided oral reading practice can impact reading improvement
- Methods for assessing candidates for use of the products
- Appropriate measures for testing and evaluation
- Effective implementation techniques
- Use of Progress Tracker reports to monitor student performance
- Techniques for measuring gains students achieve after using the products

Product Use

Most students used either the 30- or 50-Minute protocol, which call for students to use the Fast ForWord products for 30 or 50 minutes a day, five days per week for six to sixteen weeks, depending upon the protocol.

Assessment Results

The Massachusetts English Proficiency Assessment (MEPA) is used to evaluate the English skills of students in kindergarten through 12th grade who have limited English proficiency.



Eighty-eight students first used the Fast ForWord and Reading Assistant products during the 2009-2010 school year. Of those students, 69% improved their English proficiency by one or more levels between the 2009 and 2010 administrations of the MEPA.

Educational Gains

The results found in this study support other studies demonstrating that using Scientific Learning products results in the strengthening of foundational reading skills, better positioning students to partake in the classroom curriculum. Students significantly improved their English proficiency.



Program Study Statistics

School Years:

2009-2010

Number of Schools:

7

Number of Students:

88

Grade Level:

K-12

Products Used:

Fast ForWord Language Series
Fast ForWord Reading Series
Reading Assistant

Assessment Tool Used:

Massachusetts English Proficiency Assessment (MEPA)

District Statistics

Ethnic Breakdown

White: 47%
Hispanic: 26%
Black: 17%

Classifications

English Language Learners: 41%
Students with IEP's: 17%
Economically Disadvantaged: 69%

Environment:

Urban

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

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