

34% of Fast ForWord participants improve reading achievement on the PSSA

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Implementation Objectives

The Palmyra Area School District in Palmyra, PA, was interested in evaluating the effects of the Fast ForWord products on the academic achievement of its students. An observational study design was used, with the reading achievement of Fast ForWord participants measured each spring. Study participants were in 4th through 8th grade.

Methodology

School personnel measured the students' reading achievement each spring with the Pennsylvania System of School Assessment (PSSA).

At each school, educators were trained in:

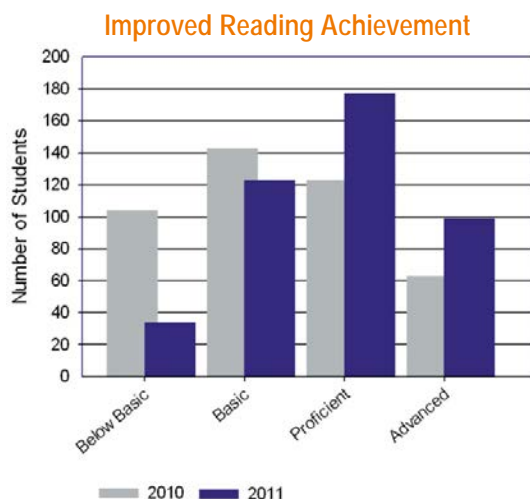
- Current findings on the neuroscience of how phonemic awareness and the acoustic properties of speech impact rapid development of language and reading skills
- Methods for assessing candidates for use of Fast ForWord
- Appropriate measures for testing and evaluation
- Effective implementation techniques
- Use of Progress Tracker reports to monitor student performance
- Techniques for measuring gains students achieve after using the product

Schedule of Use

Students used the 30-Minute protocols, which call for students to use the Fast ForWord products for 30 minutes a day, five days per week for twelve to sixteen weeks. During the 2010-2011 school year, the students used the products for an average of 71 days across six months, with 62% of the students completing at least one product and moving on to a second, and 37% of the students completing two or more products.

Assessment Results

The Pennsylvania System of School Assessment (PSSA) is a standards-based criterion-referenced assessment designed to evaluate a student's achievement relative to Pennsylvania state standards. It is administered each spring to students in 3rd – 8th grades and 11th grade.



Students in 4th – 8th grades who were targeted for Fast ForWord use included students with Individual Education Plans (IEP's) and English language learners. In all, 433 students in 4th – 8th grades used the Fast ForWord products during the 2010 – 2011 school year and were evaluated in the Spring of 2010 and 2011 with the PSSA. On average, 34% of the students improved their reading achievement by one or more levels, with the number of proficient students increasing from 43% in 2010 to 64% in 2011.

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.

The students significantly improved their reading achievement.

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Program Study Statistics

School Years:

2010-2011

Number of Schools:

5

Number of Students:

433

Grade Level:

4th – 8th Grades

Products Used:

Fast ForWord Language Series
Fast ForWord Literacy Series
Fast ForWord Reading Levels 1-5

Assessment Tool Used:

Pennsylvania System of School Assessment (PSSA)

District Statistics

Ethnic Breakdown

White: 92%
Hispanic: 3%
Black: 2%

Classifications

Students with IEP's: 15%
Economically Disadvantaged: 15%

Environment:

Suburban

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

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