

Pennsylvania school sees reading achievement jump for Fast ForWord and Reading Assistant participants

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Implementation Objectives

The West Jefferson Hills School District was interested in continuing their evaluation of the impact of the Scientific Learning® family of products on middle school students, and extending the study to an elementary school. During the 2010 – 2011 school year, fourth and fifth graders at Jefferson Elementary School used the Fast ForWord® products and took part in this study and sixth through eighth graders at Pleasant Hills Middle School used both Fast ForWord and Reading Assistant™ products and took part in this study.

Methodology

Before and after the study period, school personnel tested the students' reading achievement 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
- 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

Product Use

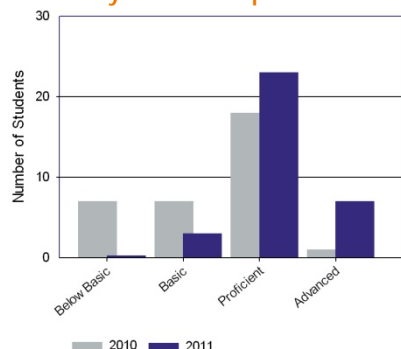
Students used the Fast ForWord products for 30, 40, or 90 minutes per day, five days a week. Most of the elementary students began with the Fast ForWord Language product, while most of the middle school students began with both the Fast ForWord Literacy product and the Reading Assistant product. Two or more Fast ForWord products were completed by 13% of the elementary students and by 63% of the middle school students.

Assessment Results

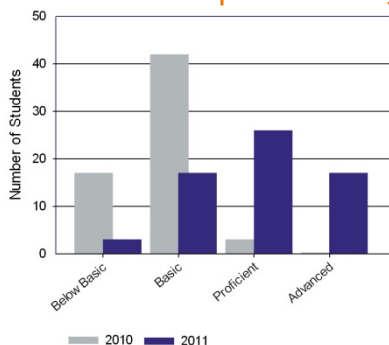
The PSSA is a standards-based, criterion-referenced assessment used to measure students' attainment of academic standards while also determining the degree to which school programs enable students to attain proficiency. Reading scores for study participants were reported in terms of scaled scores and proficiency levels.

The figures below show the students' Reading proficiency levels in 2010 (prior to, or near the beginning of their use of the Fast ForWord and Reading Assistant products) and in 2011 (after using the products). At the elementary school (left), 48% of study participants improved one or more achievement levels while at the middle school (right), 76% of study participants improved one or more levels.

Elementary School: Improved Reading



Middle School: Improved Reading



Educational Gains

The results found in this study support other studies demonstrating that using the Fast ForWord and Reading Assistant products results in the strengthening of foundational reading skills, better positioning students to partake in the classroom curriculum.



Program Study Statistics

School Years:

2010-2011

Number of Students:

95 students

Grade Level:

Elementary School
Middle school

Products Used:

Fast ForWord Language
Fast ForWord Language to Reading
Fast ForWord Literacy
Fast ForWord Reading Level 1
Fast ForWord Reading Level 2
Fast ForWord Reading Level 3
Reading Assistant

Assessment Tool Used:

Pennsylvania System of School
Assessment (PSSA)

District Statistics

Ethnic Breakdown

White: 97%

Classifications

Students with IEP's: 12%

Environment:

Suburban

For detailed analysis of this data or to request other reports showing significant academic gains following use of the Fast ForWord family of products go to:

www.scilearn.com/resultsreports

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