

Bridges Academy students exceed expected gains in reading skills

Implementation Objectives

Bridges Academy, a private school serving students with learning disabilities in Winter Springs, FL, was interested in evaluating the effects of adding Scientific Learning Reading Assistant software to their existing Fast ForWord implementation for improving the reading skills of their students. They conducted a case study involving the assessment of student reading skills before and after a period of concurrent Reading Assistant and Fast ForWord product use. Study participants were 2nd through 10th graders.

Methodology

School personnel tested the students' reading skills at the beginning and end of the study period using subtests from the Woodcock Reading Mastery Tests-Revised (WRMT-R).

Educators were trained in:

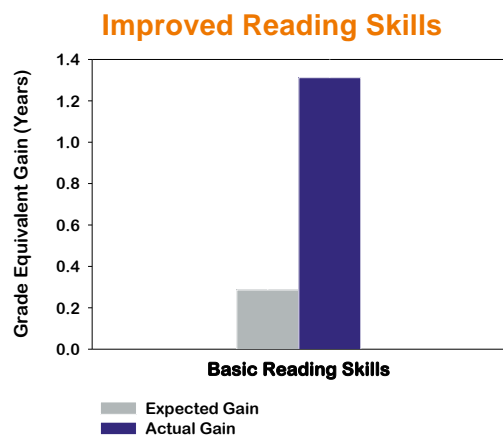
- Current findings on the neuroscience of how phonemic awareness and the acoustic properties of speech impact rapid development of language and reading skills
- Methods for assessing candidates for Fast ForWord and/or Reading Assistant use
- Appropriate measures for testing and evaluation
- Effective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

Schedule of Use

During the study period, students completed an average of 30 Reading Assistant sessions, each lasting 20 to 30 minutes. They also used the Fast ForWord products five days a week for 30, 40, 50 or 90 minutes a day, depending on the assigned protocol. The study period lasted an average of six weeks.

Assessment Results

The Woodcock Reading Mastery Tests-Revised is a standardized, nationally-normed, individually administered test battery that measures important aspects of reading ability.



Seventeen study participants took the Word Identification, Word Attack, and Passage Comprehension subtests of the WRMT-R before and after a period of using Fast ForWord and Reading Assistant products. On average, they showed significant improvements in reading skills, with similar gains across all three subtests. In an average of three months, the students improved their grade equivalent scores by an average of one year and three months on the Basic Skills Composite, which combines the Word Identification and Word Attack subtests.

Educational Gains

The results found in this study indicate that combined use of Reading Assistant and Fast ForWord products can rapidly strengthen foundational reading skills, better positioning students to partake in the classroom curriculum.

Students achieved significant gains in reading skills.



Study Overview

Products Used:

Scientific Learning Reading Assistant
Fast ForWord Language
Fast ForWord Language to Reading
Fast ForWord Literacy
Fast ForWord Literacy Advanced
Fast ForWord Reading Level 1
Fast ForWord Reading Level 2
Fast ForWord Reading Level 3
Fast ForWord Reading Level 5

Number of Students:

17 students

Grade Levels:

2nd-10th grade

Assessment tool used:

Woodcock Reading Mastery Tests-Revised (WRMT-R)

The results in this report are based on the data available in Scientific Learning's databases on the date the data were pulled.

For detailed analysis of this data or to request other reports showing significant academic gains following use of Scientific Learning products go to:

www.scilearn.com/resultsreports

Contact us for more information:

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www.scientificlearning.com

Students with better Reading Assistant implementations show greater gains

Scientific Learning: Research Briefings 18(2)

Implementation Objectives

During the 2013-14 school year, five schools participated in a study to evaluate the relationship between reading skill development and guided oral reading practice with a computer-based tutor that uses speech recognition technology to provide real-time corrective feedback. Participating students were evaluated with Reading Progress Indicator (RPI) before and after using the Reading Assistant™ software.

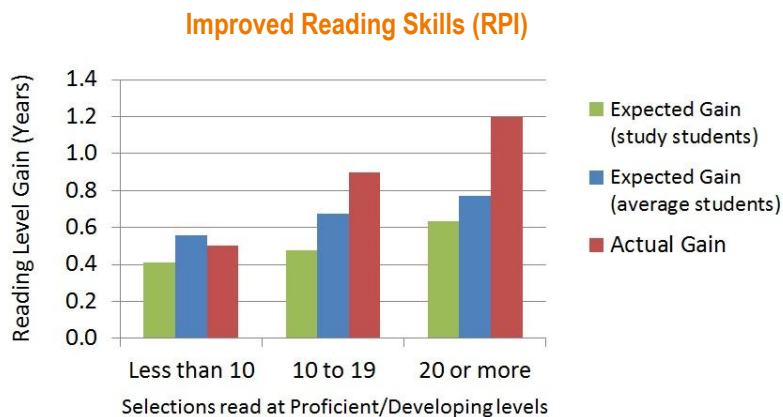
Methodology

At each school, educators were trained in:

- Research findings on the importance of guided oral reading for building reading fluency
- Effective implementation techniques
- Use of MySciLEARN™ reports to monitor student progress
- Techniques for measuring gains students achieve after using the product

Product Use

On average, study participants used the Reading Assistant software for 18 hours and completed 26 reading selections, over a 5 month period. Reading Assistant progress metrics indicated that the students improved their fluency from the first week to the last week (average words correct per minute increased from 76 to 89) despite progressing to more challenging material (average difficulty level increased from 2.2. to 3.8).



Assessment Results

Reading Progress Indicator (RPI) is a standardized, computer-based assessment of four key skills: phonological awareness, decoding, vocabulary, and comprehension. At the beginning of the study, the students' average grade level was 3.5, while their average reading level on RPI was 2.7. After using the Reading Assistant software, their average reading level on RPI rose to 3.5. Given their historical performance, these students would be expected to gain 5 months in reading skill over a 6 month period between tests; after using Reading Assistant, the students made 8 months of gain, on average.

A closer examination of the data revealed moderate correlations between RPI gains and two product use factors: the number of selections completed ($r = 0.32$), and the percentage of selections read at the Proficient or Developing performance levels ($r = 0.35$). (Students working at these performance levels are reading at or near the target rate while maintaining high comprehension, so they are getting optimal fluency-building practice).

The graph above highlights the relationship between product use factors and reading gains for three groups of students. The group with the best use gained 1.2 years in an 8 month period, while the group with the weakest use gained just 5 months in a 6 month period.

Educational Gains

The results found in this study indicate that students can exceed expected gains in reading skills by using the Reading Assistant software, especially if they complete a large number of selections at the Proficient or Developing performance levels .



Program Study Statistics

School Years:
2013-2014

Number of Schools:
5

Number of Students:
755

Grade Levels:
K-8

Product Used:
Reading Assistant

Assessment Tools Used:
Reading Progress Indicator

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Scientific
Learning®

FAST FORWARD®
 Departments of Education Name
 Fast ForWord Top Intervention

IOWA DOE: Fast ForWord Meets All Criteria for All Grades

Category	Intervention Title	Approved	Approved	Approved	Approved	Approved
Fast ForWord	Classwide, Targeted, Intensive	✓	✓	✓	✓	✓
Active 2000	Classwide, Targeted, Intensive		✓	✓	✓	✓
Read 180	Targeted, Intensive		✓		✓	✓
Language Live	Targeted		✓		✓	✓
Reading Recovery	Intensive		✓	✓	✓	✓
Lexia Learning Systems	Classwide, Targeted, Intensive		✓	✓	✓	✓

NEVADA DOE: Fast ForWord is a "High-Gain Program"

Mean Student Achievement Gain
 Percentage Points (Average Gain and Error)

State Reviews

Independent reviews by states including Iowa and Nevada concluded that Fast ForWord meets widely accepted criteria for an effective intervention and is a "high-gain" program.

[View State Reviews >](#)

Additional Research

You can learn more about the extensive research behind the Fast ForWord program and the hundreds of studies demonstrating evidence for its effectiveness on our web site. These studies demonstrate the versatility of the program in a variety of settings and with student populations including those receiving Special Education, Title I, and English language learning services.

[View All Research >](#)

Results Request info

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Fast ForWord Language and Reading Intervention Case Studies, Independent Reviews, and Testimonials

Scientific Learning has received positive reviews and produced positive learning outcomes since 1995. Our Fast ForWord language and reading intervention program is the most extensively researched and reviewed program on the market. We're proud of our results, and after a few minutes we're confident you will be as well!

Nevada Department of Education: Fast ForWord is a “High-Gain Program”

Report Objectives

Nevada Senate Bill 185 (SB 185) funded districts to purchase and implement innovative and remedial educational programs, materials, and strategies specific to their academic needs. The Nevada Department of Education commissioned the Colorado-based Leadership and Learning Center (LLC) to conduct an in-depth evaluation of the programs that have been purchased with SB 185 grants. Their 2010 Interim Report includes a review of the performance of Fast ForWord products.

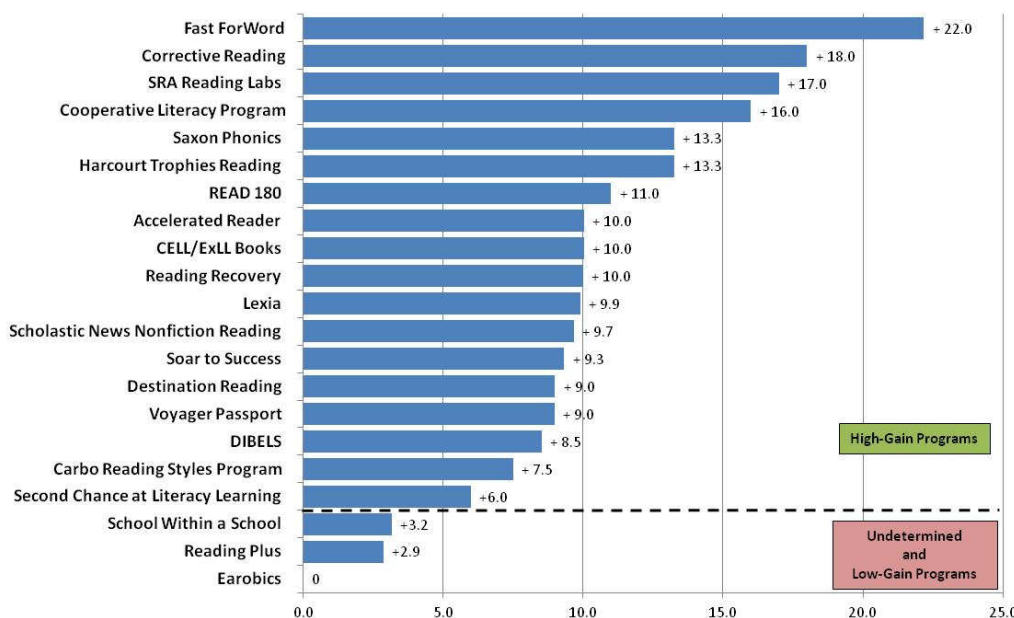
Report Conclusions

The Leadership and Learning Center used multivariate analysis to determine the impact of programs on student achievement:

“Emphasis was placed on measuring student growth toward academic proficiency and mastery using state and local assessments...The analyses were completed as a result of extensive site visits, phone interviews, and an examination of two-year sets of school cohort achievement data for Criterion-Referenced Tests (CRT) for grades three through eight and High School Proficiency Exams (HSPE) for grades nine through twelve.”

Their report concludes that Fast ForWord products increased student reading achievement by an average of 22.2 percentage points. This was the largest average impact of all programs reviewed in the report (see figure below), and it qualified Fast ForWord as a “High-Gain Program.” The percentage gain scores shown in the graph represent an analysis of data from one to multiple schools using the specified product. In the case of Fast ForWord products, data from three schools were included in the analysis.

**Mean Student Achievement Gain
Percentage Points (Longer Bars are Better)**



The report also examined CRT results at Judy and John Goolsby Elementary School (which implemented Fast ForWord across all grade levels), in detail. They concluded that each year of Fast ForWord implementation resulted in an increase in the percentage of grade-level proficient students:

“CRT data indicate a statistically significant increase in Reading and Writing proficiency levels...CRT data indicate that Reading increased from 67% to 82% proficient, [and] Writing increased significantly from 55% to 82% proficient...from 2006 to 2008.”



Study Overview

Products Used:

Fast ForWord Language Series
Fast ForWord Reading Series

Grade Levels:

Kindergarten–9th Grade
2007-2008 School Year

Assessment Tools Used:

Criterion-Referenced Tests
High School Proficiency Exams
Developmental Reading Assessment
Informal Assessments

Citation for Full Report:

The Nevada Department of Education and The Leadership and Learning Center. (March, 2010). Innovation and Remediation Interim Report: A Collaborative Project between The Nevada Department of Education and The Leadership and Learning Center. Englewood, Colorado.

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