

84% of West Jefferson Hills students increase reading proficiency level after Fast ForWord and Reading Assistant participation

Implementation Objectives

The West Jefferson Hills School District was interested in evaluating the impact of the Fast ForWord and Reading Assistant products on middle school students. During the 2009 – 2010 school year, sixth through eighth graders at Pleasant Hills Middle School used the products and had their reading skills evaluated with the Pennsylvania System of School Assessment (PSSA).

Methodology

School personnel tested the students' reading skills with the Pennsylvania System of School Assessment (PSSA).

At each school, educators were trained in:

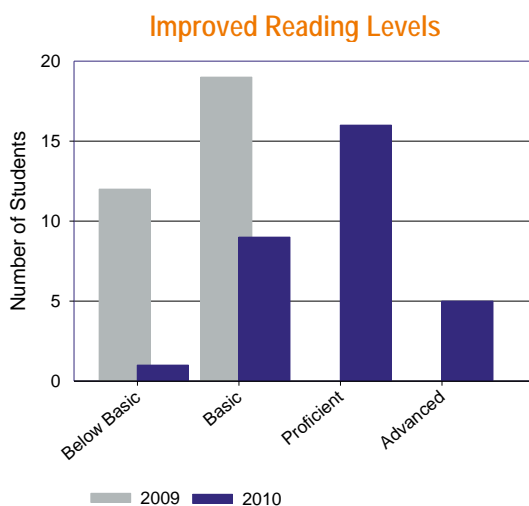
- Current findings on the neuroscience of how phonemic awareness and the acoustic properties of speech impact rapid development of language and reading skills
- Methods for assessing candidates for use of Fast ForWord and Reading Assistant
- Appropriate measures for testing and evaluation
- Effective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

Schedule of Use

Most students used the 30- or 40-Minute protocols, which call for them to use the products for 30 or 40 minutes a day, five days per week for nine to sixteen weeks. Thirty of the 31 students used the Reading Assistant product and all students used at least one Fast ForWord product, with the majority using multiple Fast ForWord products.

Assessment Results

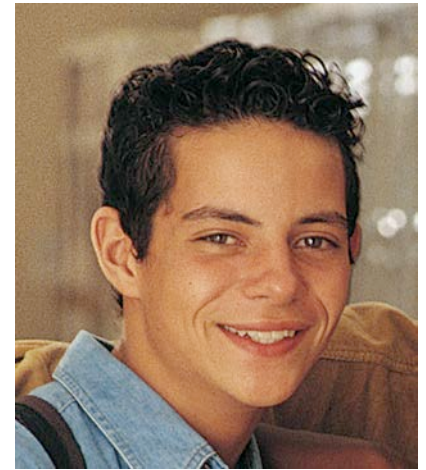
The PSSA is a standards-based, criterion-referenced assessment used to measure a student's attainment of the academic standards while also determining the degree to which school programs enable students to attain proficiency of the standards. Every Pennsylvania student in grades 3 through 8 and grade 11 is assessed in reading and math. Scores were reported in terms of scaled score and proficiency level.



The figure at the left shows the students' Reading proficiency levels in 2009 (prior to using Fast ForWord and Reading Assistant products) and in 2010 (after using the products). Prior to using the products, all 31 students were performing at either the Below Basic or Basic level with none of the students in the Proficient or Advanced level. However, after product use, 84% of students moved up one or more levels. Of the 31 students, 21 reached either Proficient or Advanced. On average, this group of students also showed statistically significant gains in their scaled scores, improving from 1128 to 1328.

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. Students significantly improved their reading skills.



Program Study Statistics

School Years:
2009-2010

Number of Students:
31 students

Grade Level:
Middle school

Products Used:
Fast ForWord Literacy
Fast ForWord Literacy Advanced
Fast ForWord Reading Level 3
Fast ForWord Reading Level 4
Fast ForWord Reading Level 5
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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