

Students jump from 21st to 30th percentile in reading after summer school with Reading Assistant

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Implementation Objectives

The Wayne County Public Schools were interested in evaluating the impact of Scientific Learning Reading Assistant™ Expanded Edition software on the reading skills of students who were using the software in a five-week summer program. To this end, they administered an assessment of general reading skills at the beginning and end of the summer program to 117 students, including 95 students in grades 1-3 and 22 students in grades 4-8.

Methodology

School personnel tested the students' reading skills at the beginning and end of the study with Reading Progress Indicator (RPI). School personnel administered the assessment.

At each school, educators were trained in:

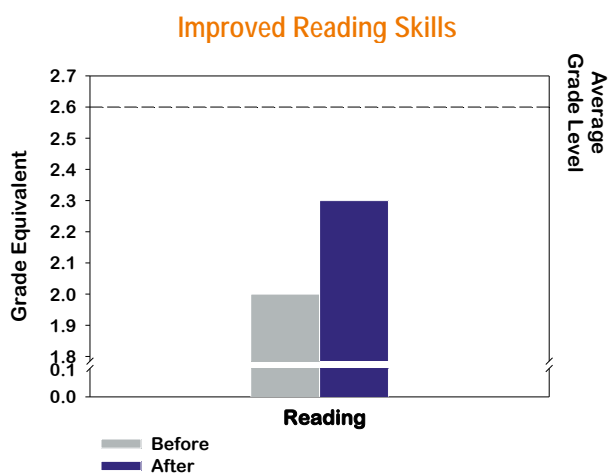
- Current research findings on the relationship between fluency and comprehension and how guided oral reading practice can impact reading improvement
- Methods for assessing candidates for use of Reading Assistant
- Appropriate measures for testing and evaluation
- Effective implementation techniques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

Product Use

On average, the students used Reading Assistant software for 6.3 hours, over a period of 24 calendar days.

Assessment Results

Reading Progress Indicator (RPI) is a nationally normed, computerized assessment developed by Scientific Learning in partnership with Bookette Software Company. RPI assesses students' early reading skills including phonemic awareness, decoding, vocabulary, and comprehension.

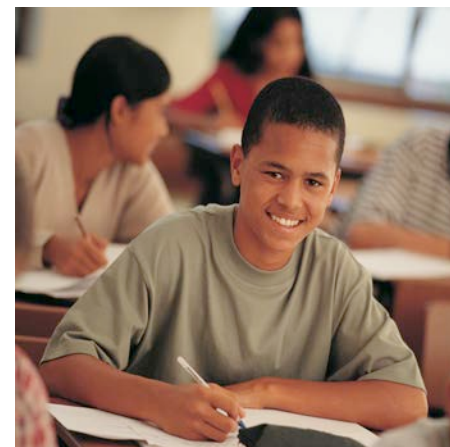


On average, study participants made a statistically significant improvement in their reading scores, $t(116)=5.8, p<.001$. At the beginning of the study, the students' average grade level was 2.6, but their average RPI grade equivalent score was 2.0, placing them at the 21st percentile in reading. After using the Reading Assistant software, the study group improved their average grade equivalent score to 2.3, moving them up to the 30th percentile. In a one month period, the study group made three months of reading gain, and moved from the "struggling" level to the "emerging" level on RPI.

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 skills.



Program Study Statistics

School Years:
Summer of 2010

Number of Schools:
11

Number of Students:
117

Grade Level:
1-8

Products Used:
Reading Assistant Expanded Edition

Assessment Tool Used:
Reading Progress Indicator (RPI)

District Statistics

Ethnic Breakdown

White: 45%
Black: 34%
Hispanic: 14%

Classifications

English Language Learners: 8%
Students with IEP's: 14%
Economically Disadvantaged: 56%

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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