Students in British Columbia exceed expected gains after Fast ForWord® use

Implementation Objectives

The Behavioral & Cognitive Neuroscience Institute (BCNI) at Simon Fraser University, British Columbia, Canada, plays an active role in facilitating the integration of brain-based educational interventions in BC schools. As part of a larger study, the BCNI initiated a review of the product use and reading outcomes for all students who used the Fast ForWord products in BC schools, during the 2012-13 and 2013-14 school years.

Methodology

Before and after Fast ForWord participation, the students' reading skills were assessed with Reading Progress Indicator (RPI). This computer-administered assessment – collaboratively developed by Scientific Learning and Bookette Software – measures phonological awareness, phonics, vocabulary, and comprehension skills.

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
- Appropriate measures for testing and evaluation
- Effective implementation techniques
- Use of MySciLEARN™ or Progress Tracker™ reports to monitor student performance

Product Use

During the period of interest, nearly 3,000 students in BC schools used the Fast ForWord products; 1,378 of these students also completed at least two RPI assessments. On average, this group worked on the Fast ForWord products for 103 days, completing 73% of their weekly schedule (5 days), and 93% of their daily schedule (30, 40, 50, or 90 minutes).

Assessment Results

The students' initial reading level averaged 3.3, which was two years below their average grade level of 5.3. After Fast ForWord use, the students were tested again. Had they maintained their past learning trajectory, they would have gained 0.3 years in the 5 months between tests. In fact, they gained 1.4 years, attaining a reading level of 4.7 and substantially narrowing the gap between themselves and their peers.

Improved learning trajectory after Fast ForWord use
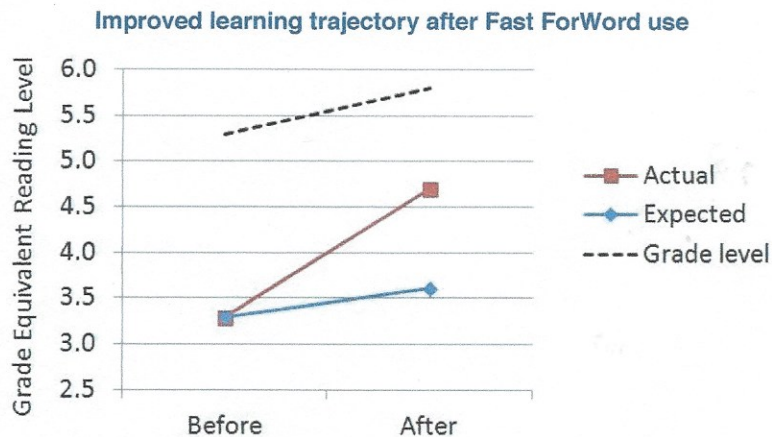
Comparable gains were seen for non-classified students, English language learners, and students receiving Special Education services.

Educational Gains

The results found in this analysis support a substantial body of research demonstrating that use of the Fast ForWord products strengthens foundational reading skills, better positioning students to participate in the classroom curriculum.

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

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