



Voyager Passport Articles: An Annotated Bibliography

Independent Articles

Ajwani, S. (2007). *The success of educational interventions in grades three and five in improving academic progress*. Available from ProQuest Dissertations and Theses database. (UMI No. 3286099)

- This study uses an ex post facto design to examine the implementation of academic interventions for students at risk for school failure in grades three and five in a large urban school system. The academic interventions included, among other things, use of *Voyager Passport*. Instruments used for measuring student outcomes were the Early Childhood Literacy Assessment system (ECLAS) and the New York State English Language Arts exam. Students in the interventions came from 7 different schools. The percent of students receiving special education services ranged from 4.2 to 14.8 percent across the 7 schools.
- Students in grade 3 who received failing scores on the ECLAS were recommended for academic interventions. It was not clear how students were selected for the different interventions. After a year of participating in the interventions, the students completed the City ELA exam. A chi-square test was conducted to determine if the portion of students moving up from Level 1 (failing) was significantly greater than expected. A significant gain was observed for students in *Voyager Passport*, with 60% of students who moved to Level 2 and 7.5% who moved to Level 3.
- For grade 5, a paired t-test was conducted for each intervention using the grade 4 ELA score as the pretest and the grade 5 ELA score as the posttest. For *Voyager Passport*®, a significant difference was observed from pretest to posttest ($t = 8.64$, $df = 19$, $p = .000$).

Plucker, J., Spradlin, T., Kemp, A., Hansen, J., Bodack, K., & Macey, E. (2007). *Evaluation of the Early Literacy Intervention Grant Program: Final Report*. Bloomington, IN: Center for Evaluation & Education Policy.

- The Indiana Early Literacy Intervention Grant Program (ELIGP) was established to improve the literacy skills of students in preschool through grade 2. This report identified the schools and their early literacy intervention programs that were implemented during the 2006-07 school year. Mid-year data were reported. During this timeframe, four schools with 559 students used *Voyager Passport*™.
- For the students measured using *DIBELS*®, the change in performance was measured by the change in student status, improving, decreasing, or staying the same. For instance, students who went from strategic to benchmark were considered to improve. Students who went from benchmark to strategic or intensive were considered to decrease. Students who remained in the same category, benchmark to benchmark, were considered to stay the same.
- The number of students using *Voyager Passport* in the Intensive *DIBELS* category went from 25 to 17 percent from the beginning to the middle of the year. The number of students in the Strategic category went from 30 to 34 percent. The number of students in the Benchmark category went from 34 to 57 percent by the middle of the school year. According to the report, "Schools using *Voyager Passport* showed strong gains in student achievement and minimal decreases in status; these trends were true from kindergarten to second grade. At every grade level, the majority of students maintained their benchmark status; additionally, at each grade level, slightly more than a quarter of students improved their status from the beginning to middle of 2006-07. In this preliminary data, student growth in schools implementing *Voyager Passport* was strong overall" (p. 106).

Plucker, J., Spradlin, T., Michael, R., Bodack, K., & Holstead, M. (2008). *Evaluation of the Early Literacy Intervention Grant Program: Final Report*. Bloomington, IN: Center for Evaluation & Education Policy.

- This report provides an overview of the Indiana Early Literacy Intervention Grant Program (ELIGP) during the 2007-08 school year. This report includes information from the beginning of the year to the end of the year. During this timeframe, six schools with 501 students used *Voyager Passport*.
- As with the previous report, student progress on *DIBELS* was reported based on the percent of students who improved, did not change, or declined in status from the beginning of the year to the end of the year.
- The number of students using *Voyager Passport* in the Intensive *DIBELS* category went from 18 to 11 percent from the beginning to the end of the year. The number of students in the Strategic category went from 32 to 22 percent. The number of students in the Benchmark category went from 50 to 67 percent by the end of the school year. According to the report, "Voyager Passport data indicate that 67% of students are – with continued instruction – on track to be readers; 22% need additional instructional support or they are unlikely to become readers; and 11% need intensive support or they are at great risk of reading failure.... These data show clear improvement from baseline *Voyager Passport* data" (p. 121).

Internal Articles with Independent Measures

Peyton, J. A., & Macpherson, J. R. (2008a). *Brevard Public School students experience success on FCAT after using Voyager Passport reading intervention*. Dallas, TX: Voyager Sopris Learning.

- This study was a pretest/posttest design using extant data. Students in grades 4, 5, and 6 (n = 388) received intervention instruction using *Voyager Passport* and had FCAT (Florida Comprehensive Assessment Tests) scores from 2006 and 2007. In 2006, 47% of these students scored at Level 1, 34% scored at Level 2, 16% scored at Level 3, and 3% scored at Level 4. A comparison group of 1,854 students who did not use *Voyager Passport* also had FCAT scores. Of these students, 8% scored at Level 1, 9% at Level 2, 44% at Level 3, 34% at Level 4, and 6% scored at Level 5 in 2006.
- Growth of the developmental scale score from 2006 to 2007 was measured and compared based on *Voyager Passport* participation. At each grade and across all grades, student who used *Voyager Passport* had higher developmental scale score gains than students who did not receive intervention instruction [$F(1, 1611) = 44.782, p < .001$]. The developmental scale score gain for students receiving intervention instruction was 223.1, 191.7, and 168.7 for grades 4, 5, and 6 respectively. For students who did not receive intervention instruction, the developmental scale score gain was 165.3, 94.9, and 87 for grades 4, 5, and 6 respectively.

Peyton, J. A., & Macpherson, J. R. (2008b). *Students receiving special education services succeed on OCCT after using Voyager Passport reading intervention*. Dallas, TX: Voyager Sopris Learning.

- This report evaluates the program effects of *Voyager Passport* on the reading achievement of students receiving special education services in Poteau, Oklahoma. In the Poteau School District, there were 2,240 students and about 16.7% of the students received special education services.
- During the 2006-2007 school year, *Voyager Passport* was implemented with all 4th grade students receiving special education services. On the 2007 Oklahoma Core Curriculum Tests (OCCT), 74% of these 4th grade students received a passing score as compared to the previous year when 62% passed the state test.
- For the 5th grade students receiving special education services, before implementing *Voyager Passport*, 53% of the students passed the state test. After implementing *Voyager Passport*, 75% of these students pass the state test. Of the students who did not pass, only 6% scored in the lowest category of unsatisfactory and 19% scored in the limited knowledge category which represented a change from 17 and 11% in the unsatisfactory and limited knowledge categories respectively in the previous year.

Selected Los Angeles Unified School District Results

For about the last 7 years, the Los Angeles Unified School District (LAUSD) has been using *Voyager Passport* with students with disabilities in grades 2 through 5 originally, but currently in grades Kindergarten through 5. *Voyager Passport* is used as a pullout for 30 minutes four days a week with students with many different types of disabilities. The largest group of students has always been students with Specific Learning Disabilities, followed by students with Speech or Language Impairment, students with Autism, and students with Other Health Impairments as the other major groups of students. To monitor progress of these students, LAUSD used *DIBELS* version 6 and then transitioned to *DIBELS Next* when it became available.

LAUSD has been under a court ordered Modified Consent Decree with specific student outcome goals for several years. One of those goals was to have at least 27.5% of students with disabilities passing the California Standards Test (CST) in English Language Arts (ELA) with a ranking of Basic, Proficient, or Advanced. When LAUSD started using *Voyager Passport* as part of the effort to achieve this goal, 19.9% of students were achieving a rank of Basic or better on the CST-ELA. Table 1 shows the percent of students at Basic or above from 2003-04 to 2011-12. LAUSD began working with *Voyager Passport* in 2006-07. In 2010-11, LAUSD was notified that the academic outcome goal of the modified consent decree had been met.

The information in Table 1 deals with students across grades 2 through 12 and *Voyager Passport* was used by students in grades 2 through 5. Figure 1 shows students at all grades and then students specifically in grades 2 through 5 across the years. This shows that progress was also being made in the grades that were using *Voyager Passport* as the intervention. It is also worth noting that Cambium Learning Group has had a strong partnership with LAUSD when it comes to the implementation of *Voyager Passport* in the district.

Table 1. LAUSD Percent of Students with Disabilities Achieving Basic and Above on the California Standards Test in English Language Arts

2011-12	42.5%
2010-11	35.7%
2009-10	29.4%
2008-09	28.4%
2007-08	25.1%
2006-07	22.2%
2005-06	19.9%
2004-05	20.4%
2003-04	17.8%

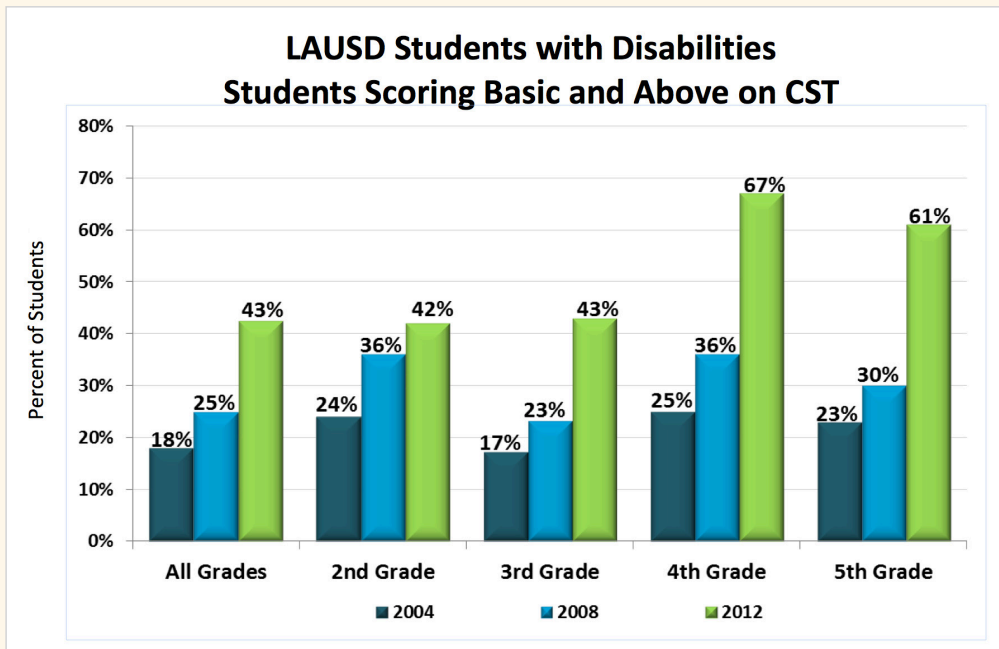


Figure 1. LAUSD Students with Disabilities Achieving Basic and Above on CST-ELA in Grades 2 through 5

Finally, the Independent Monitor in February 4, 2009 report to the Superintendent of Schools, Ramon Cortines, and the Board of Education, indicated the importance of using the *Voyager Passport* program the following in the Discussion section under Outcome #2: Performance in the Statewide Assessment Program:

Overall, the District has demonstrated progress in increasing the number and percentage of students with disabilities in the Basic and above performance categories. It is important to note that additional efforts such as improvements in instructional practices related to providing access to the general education setting, the implementation of supplemental instructional programs like the *Voyager Passport* program, and the decrease of out of school suspensions may have contributed to these gains. Furthermore, it may be reasonable to assume that continued efforts to improve student achievement will improve graduation rates and school completion. (p. 3)

We at Cambium Learning Group understand that the most important parts of intervention instruction for struggling students are handled by the district and teachers in particular. With LAUSD, we have forged a strong relationship with the district that has allowed for deep, meaningful discussion about the implementation which has enabled steady improvement over the years. The partnership we have formed over the years has helped enabled LAUSD to meet the goals of the Modified Consent Decree while students have benefitted from strong instruction.