



EFFECTIVENESS SUMMARY



Los Angeles (CA) Fourth-Graders Receiving Special Education Services Make Big Gains in Reading Fluency with *Voyager Passport*TM

PROFILE

School Year
2006-2007

Location
Los Angeles, CA

Grade Levels
Fourth Grade

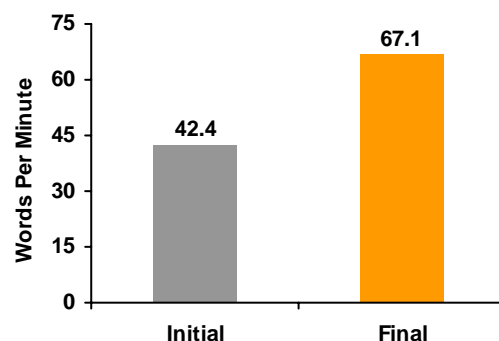
Number of Students
1,840

Assessment Tool
Reading Connected Text (RCT)

Los Angeles Unified School District (LAUSD) chose *Voyager Passport* as the prescribed English Language Arts intervention program for students receiving special education services at targeted elementary schools throughout the district. The program was implemented with 1,840 fourth-grade students for 21 weeks during the 2006-2007 school year; student progress was measured and monitored using RCT score.

Fluency Growth

Fourth-grade students in *Voyager Passport* increased their words read per minute average by 24.7 words.



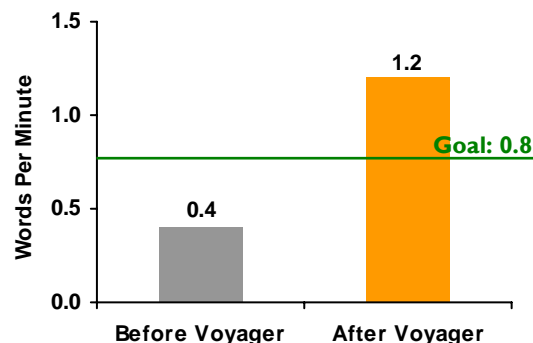
KEY FINDINGS

LAUSD fourth-grade students receiving special education services significantly increased their fluency rates with *Voyager Passport*.

- Students tripled their weekly rate of fluency gain
- The program had an effect size of 0.77, which is considered educationally meaningful and statistically significant

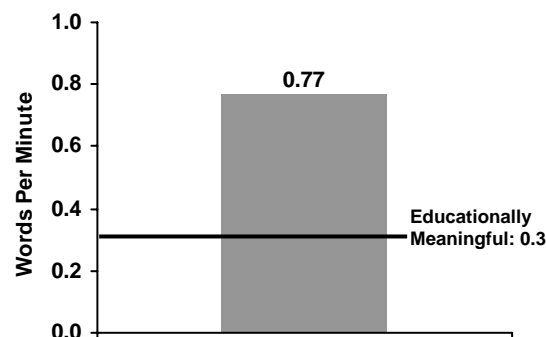
Weekly Words Per Minute Gain

Before *Voyager Passport*, the average gain of words per minute per week for fourth-graders was considerably below that of grade level readers. During the intervention, students significantly accelerated their weekly word per minute rates, surpassing the average rate of grade level readers.



Effect Size

The effect size for fourth-graders receiving special education services was moderate, educationally meaningful, and statistically significant ($p < .001$).

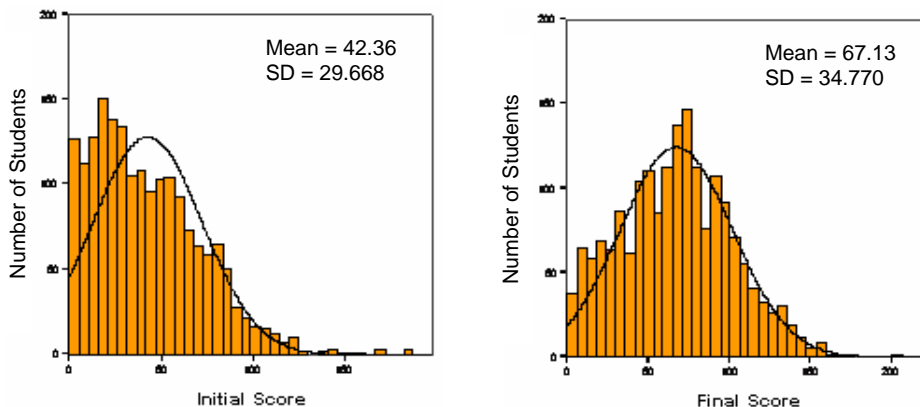


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* Effect size of .20 is small, .50 is moderate, and .80 is large (Cohen, 1988). Effect sizes of .30 or larger are considered educationally meaningful.

Los Angeles (CA) Fourth-Grade Special Education, continued

Fourth-Grade Fluency RCT Score Distribution



To illustrate the increase in words per minute as measured by RCT, the histograms above show the number of scores in each range for the Initial RCT score and the Final RCT score for all LAUSD third-grade students receiving special education services and enrolled in *Voyager Passport*. The graphs show RCT scores increased from clustering below 50 wpm to having the greatest count of students score between 50 and 100 words per minute for the Final score. The average score increased 20 words per minute.

Students across all IEP classification categories made oral reading fluency growth. Several of these categories are shown below. Gains by classification code:

- Autism (AUT): 23.4 words per minute (wpm) at a rate of 1.1 wpm per week
- Emotional Disturbance (ED): 35.5 wpm at a rate of 1.7 wpm per week
- Other Health Impairment (OHI): 19.1 wpm at a rate of 0.9 wpm per week
- Specific Learning Disability (SLD): 25.3 wpm at a rate of 1.2 wpm per week
- Impairment (SLI): 25.2 wpm at a rate of 1.2 wpm per week

Fourth-Grade RCT Growth by IEP Classification Codes

