

# SCIENTIFIC RESEARCH STUDY

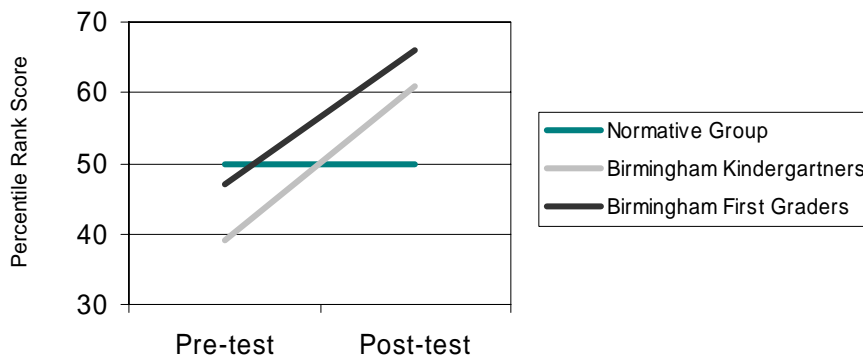
## Evaluation Report on the Impact of the Voyager in Birmingham City Schools, Birmingham, Alabama Voyager Universal Literacy System®

### Introduction

A one-group pretest/posttest design was used. Six schools whose teachers implemented the Voyager Universal Literacy System during the 2001-2002 school year participated in the evaluation. Twelve classrooms were included, with one first grade classroom and one kindergarten classroom selected by the building administrator from each school. Students took pretests in late October or early November. The Vital Indicators of Progress® (VIP®) and the Woodcock Diagnostic Reading Battery (WDRB) were administered. Posttests were administered in late April and early May. Instruction in each participating classroom was observed on two separate occasions.

Participants in the Voyager program made strong gains in early reading skills, as measured by VIP and WDRB. Both kindergarten and first-grade student effectively moved from below the normative expectation to considerably above, as measured by WDRB. Student outcomes were also sensitive to levels of program implementation.

Change in Percentile Rank Scores by Grade Level



### Principal Investigator

Greg Roberts, Ph.D., Evaluation Research Services

### Main Findings

Kindergarten and first grade students using Voyager moved from below the normative expectation to considerably above as measured by the WDRB.

### Study Profile

**School Year:** 2001-2002

**Location:** Birmingham, Alabama

**School District:** Birmingham City Schools

**Grade Levels:** Kindergarten, First Grade

**Number of Students:** 145

**Voyager Program:** Voyager Universal Literacy System

**Assessment Tool:** WDRB

### Demographics

96% African American

3.9% Caucasian

0.1% Other

72% of students eligible for free or reduced lunch