

SCIENTIFIC RESEARCH STUDY

Longitudinal Study of the Effect of Universal Literacy

A Hierarchical Linear Modeling Analysis of Curriculum-Based Measurement Data

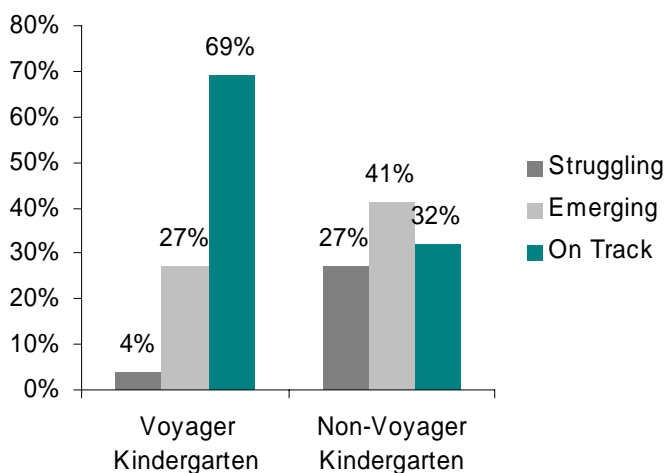
Introduction

This summary presents findings from multilevel growth modeling of longitudinal data for 16,443 students enrolled in the Voyager Universal Literacy System® at 291 schools across the U.S. The data were collected as part of the Vitals Indicators of Progress® system (VIP®), an alternate form of the curriculum-based Dynamic Indicators of Basic Early Literacy Skills™ (DIBELS™).

Students in the Voyager program during both kindergarten and first grade made considerable progress over the course of both school years.

- Regardless of skill level at the school year's outset, children made notable gains in oral reading fluency, improving by an average of almost 30 words from November to May.
- Children who attended Voyager kindergarten classrooms prior to entering first grade were more likely to be on track and less likely to be struggling early in first grade than children attending non-Voyager kindergarten classrooms.

Performance of Entering First Grade Students



Principal Investigator

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Main Findings

- Students enrolled in the Voyager kindergarten program are much better prepared to enter first grade than students who are enrolled in other reading programs.
- Voyager first grade students gained almost 30 words per minute during the school year, reading 59 words per minute. End-of-year goal for first grade is 40 words per minute.

Study Profile

School Years: 2001-2002, 2002-2003

Location: 25 school districts, 291 schools nation-wide

Grade Levels: Kindergarten—First Grade

Number of Students: 16,443

Voyager Program: Voyager Universal Literacy System®

Assessment Tools: VIP, DIBELS