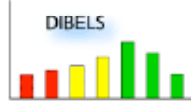




VITAL INDICATORS OF PROGRESS IN A NATIONWIDE INTERVENTION PROGRAM

Julia Peyton, Ph.D. ~ Janet Macpherson, Ph.D. ~ Peg Marrin, M.Ed.



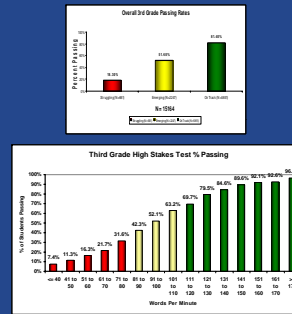
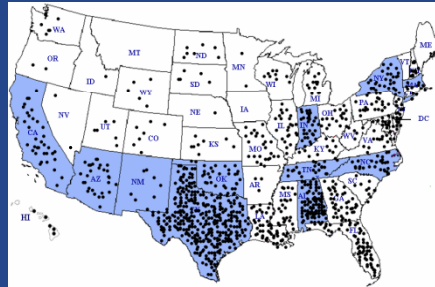
Because data-driven decision making and on-going progress monitoring are critical elements to effective intervention, Voyager includes these measures as an essential component of its reading programs.



Vital Indicators of Progress®, VIP® is a series of easy and extremely dependable oral assessments developed by Dr. Roland Good and colleagues at the University of Oregon. VIP measures follow the same established DIBELS™ decision rules and instructional recommendations developed by Dr. Roland Good and colleagues at the University of Oregon (Good, Simmons, Kame'enui, Kaminski, & Wallin, 2002).

The cutoffs and goals are based on finding a point where the odds would be in favor (at least 80%) of the student achieving subsequent literacy outcomes. Whereas DIBELS identifies scores that fall in line with meeting subsequent goals as low risk, established, or benchmark, VIP identifies that same category as "On Track" in all instances. The DIBELS framework established a second cutoff where the odds were against (20% or less) students achieving subsequent literacy goals. Whereas DIBELS identifies students with scores in this pattern as at risk, deficit, or Intensive-Needs Substantial Intervention, VIP identifies that same category as "Struggling" in all instances/time periods. Finally, DIBELS established scores falling between the two cutoff points (50%/50%) where a clear prediction of meeting subsequent literacy goals was not possible. Whereas DIBELS identifies scores that fall in this range as some risk, emerging, or Strategic-Additional Intervention, VIP identifies that same scoring pattern as "Emerging" in all instances/time periods.

VIPs are used across 44 states in more than 650 school districts. In the 2006-2007 academic year, hundreds of thousands of students were assessed and progress monitored at all three benchmark periods with the VIP measures in the Voyager Universal Literacy System® our preventative core reading program for kindergarten through third grade, and in Voyager Passport™ our reading intervention program for kindergarten through fifth grade.



State	Overall Mean	Struggling Mean	Emerging Mean	On Track Mean	Correlation B3 & S.S.
AZ	93.7 (N = 1125)	46.56 (N = 327)	93.46 (N = 356)	128.77 (N = 442)	.71**
FL	109.63 (N = 1009)	58.68 (N = 161)	95.25 (N = 353)	136.46 (N = 495)	.68**
GA	122.04 (N = 2457)	56.21 (N = 242)	95.65 (N = 489)	138.75 (N = 1726)	.57**
NV	105.02 (N = 5407)	54.31 (N = 1333)	95.24 (N = 1541)	137.65 (N = 2533)	.70**
NY	100.79 (N = 2428)	51.38 (N = 610)	94.85 (N = 687)	131.05 (N = 1131)	.68**
OH	88.54 (N = 1160)	56.2 (N = 452)	92.54 (N = 413)	132.49 (N = 295)	.58**
TN	93.59 (N = 1578)	53.32 (N = 490)	94.21 (N = 519)	127.71 (N = 569)	.55**
All States	104.12 (N = 15164)	53.54 (N = 3615)	94.7 (N = 4358)	135.25 (N = 7191)	.64**

**Correlation is significant at the .01 level (2-tailed).

ARIZONA AIMS

Based on VIP® categories at Benchmark 3

Arizona's Instrument to Measure Standards

- Exceeds the Standard (passing)
- Meets the Standard (passing)
- Approaches the Standard
- Falls Far Below the Standard

LEVELS

FLORIDA FCAT

Based on VIP® categories at Benchmark 3

Florida Comprehensive Assessment Test

- 5 - Success with Most Challenging Content (Passing)
- 4 - Success with Challenging Content/Partial Success (Passing)
- 3 - Partial Success with Standards (Passing)
- 2 - Limited Success with Standards
- 1 - Little Success with Standards

LEVELS

GEORGIA CRCT

Based on VIP® categories at Benchmark 3

Criterion-Referenced Competency Tests

- Exceeds (Passing)
- Meets (Passing)
- Did not Meet

LEVELS

NEVADA CRT

Based on VIP® categories at Benchmark 3

Criterion Referenced Test

- Exceeds (Passing)
- Meets (Passing)
- Approaches (Passing)
- Emergent

LEVELS

NEW YORK Regents Exam

Based on VIP® categories at Benchmark 3

Regents Exam

- 4 - exceeds the standards (Passing)
- 3 - meets all the standards (Passing)
- 2 - meets some of standards/partially meets standards
- 1 - shows serious academic difficulties

LEVELS

OHIO OAT

Based on VIP® categories at Benchmark 3

Ohio Achievement Test

- Advanced (Passing)
- Accelerated (Passing)
- Proficient (Passing)
- Basic
- Limited

LEVELS

TENNESSEE TCAP

Based on VIP® categories at Benchmark 3

Tennessee Comprehensive Assessment Program

- Advanced (Passing)
- Proficient (Passing)
- Below

LEVELS