

# SCIENTIFIC RESEARCH STUDY

## Results from a Study of Students in Inner City Schools

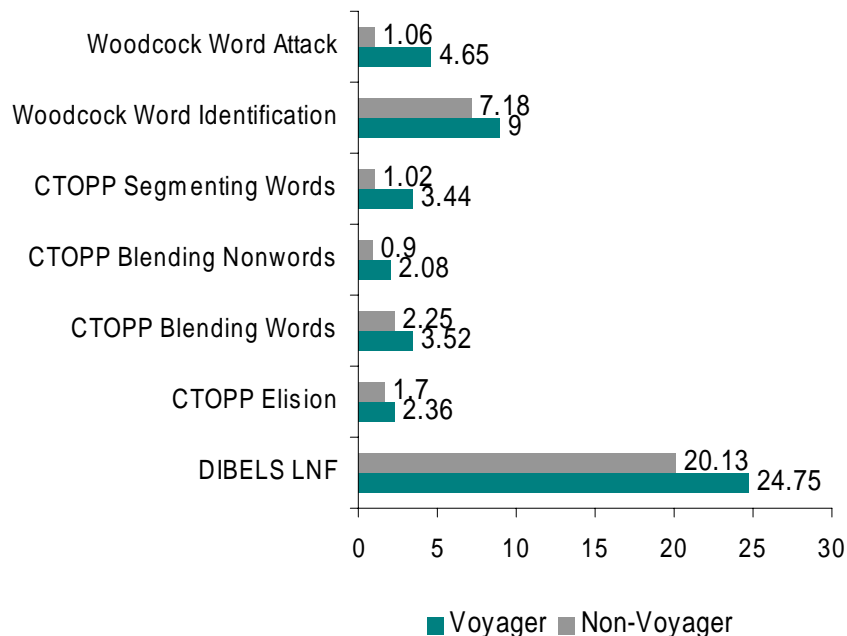
A Longitudinal Evaluation of the Voyager Universal Literacy System®

### Introduction

In 2002, Voyager and the Council of Great City Schools commissioned WESTAT, an independent research firm, to undertake a longitudinal study of the Voyager Universal Literacy System, a scientifically based reading program that meets the requirements of the No Child Left Behind legislation. The study compares the reading achievement of kindergarten students participating in Universal Literacy with that of kindergarten students participating in other reading programs in a matched sample of schools in Cleveland, Ohio and Washington, D.C.

During the first year of the study, the findings strongly favored the Voyager program.

- Voyager kindergarten students showed greater gains than the comparison students on seven assessments of early reading skills.
- The differences between pre-test and post-test were statistically significant at the .05 level on seven assessments.
- The effect sizes were very large, ranging from 1.51 to 8.3.



### Principal Investigators

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### Main Findings

- Voyager students outperformed non-Voyager students on all measures.
- Gains made by the Voyager students were statistically significant at the .05 level on all seven assessments.
- Effect sizes were very large, ranging from 1.51 to 8.3.

### Study Profile

**School Year:** 2002-2003

**Location:** Cleveland, OH, Washington, D.C.

**Grade Level:** Kindergarten

**Number of Students:** 398

**Voyager Program:** Voyager Universal Literacy System®

**Assessment Tools:** CTOPP, WDRB, DIBELS

### Demographics

97% African American

1% Hispanic

1% Caucasian

1% Other

73% of students eligible for free or reduced lunch