

# 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 students participating in Universal Literacy with that of students participating in other reading programs from kindergarten through first grade in a matched sample of schools in Cleveland, Ohio and Washington, D.C.

During the two years of the study, the findings strongly favored the Voyager program.

- **Year One:** Voyager kindergarten students showed greater gains than the comparison students on seven assessments of early reading skills.
- **Year Two:** Performance significantly favored the Voyager first-grade students on all nine assessments administered. The difference in achievement progress between the two groups is large, with an average effect size of .82.

| Test Instrument                | Voyager Students<br>Percent At or Above<br>National Average | Non-Voyager Students<br>Percent At or Above<br>National Average |
|--------------------------------|---|---|
| CTOPP—Elision                  | 70  | 51  |
| CTOPP—Blending Words           | 79  | 31  |
| CTOPP—Blending Non-sense Words | 58  | 21  |
| CTOPP—Segmenting Words         | 49  | 16  |

### Principal Investigators

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### Main Findings

- Voyager students consistently outperformed non-Voyager students on all measures.
- Voyager students moved from below the national average to significantly above while non-Voyager students remained below the national average.

### Study Profile

**School Years:** 2002-2003; 2003-2004

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

**Grade Level:** Kindergarten—First Grade

**Number of Students:** 255

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

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

### Demographics

97% African American

1% Hispanic

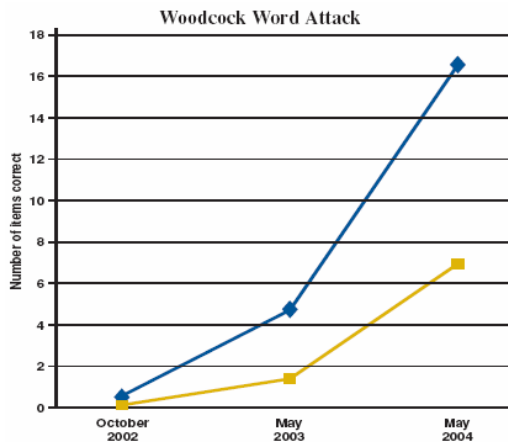
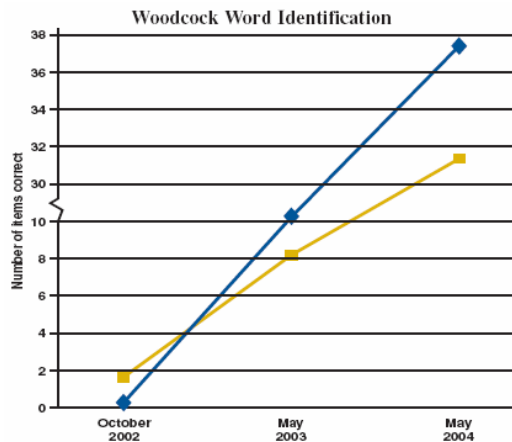
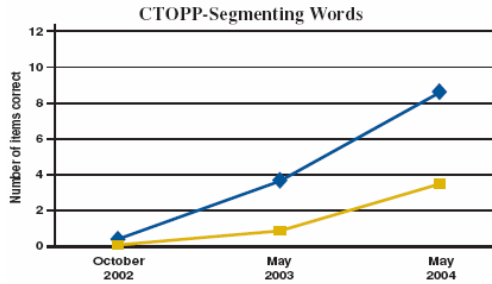
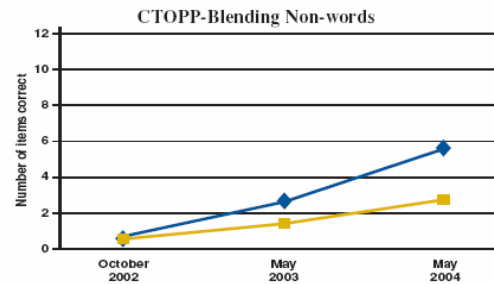
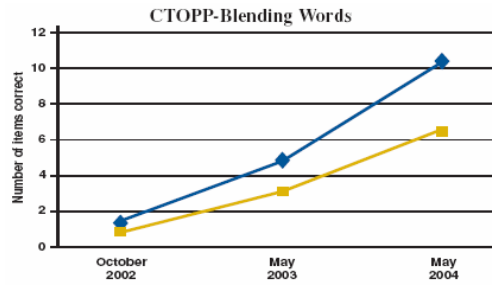
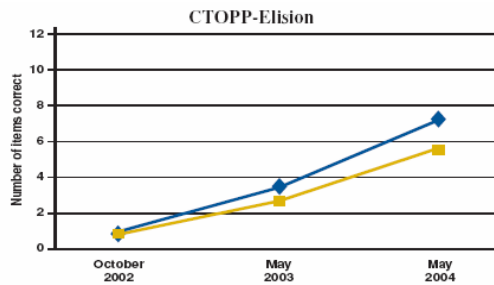
1% Caucasian

1% Other

73% of students eligible for free or reduced lunch

### Impact of the Voyager Universal Literacy System on student learning:

Voyager students made greater achievement gains than non-Voyager students in all six assessments administered three times between fall 2002 and spring 2004. The differences are statistically significant at the 0.05 level. Using advanced statistical models, the study found that Voyager has a significant positive impact on learning.



◆ Voyager (N=136)    ■ Non-Voyager (N=119)