

# Expect Results™ in California Schools



A Report  
Highlighting  
Student  
Achievement





# Mountain View School District 2006-2007

## PROFILE

**School Year**  
2006-2007

**Location**  
Mountain View, CA

**Grade Levels**  
Second through Sixth Grades

**Number of Students**  
602

**Assessment Tool**  
Reading Connected Text (RCT)

## KEY FINDINGS

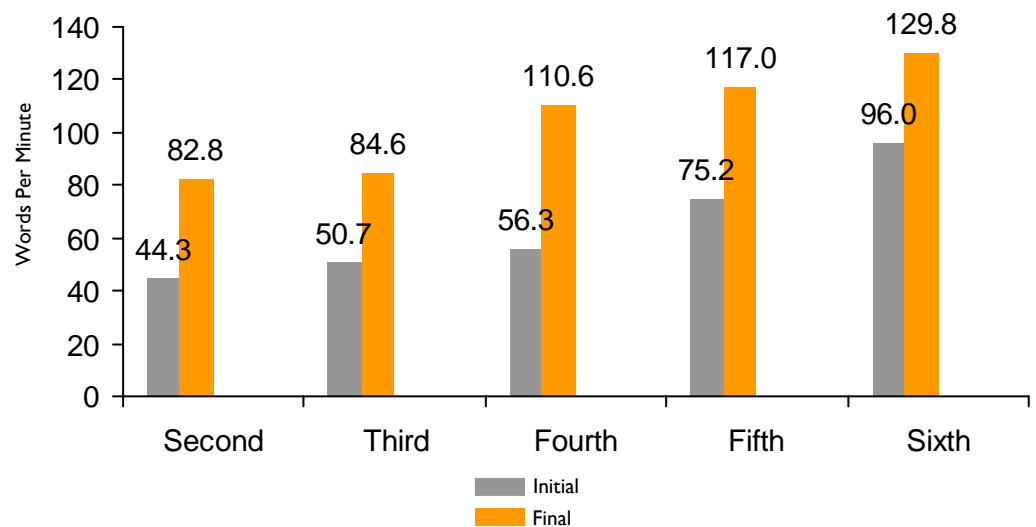
Voyager Passport students significantly increased fluency rates (words read per minute per week):

- Second-graders increased their weekly fluency gains to above the expected rate of a grade-level student
- Third-graders almost doubled their weekly rate of fluency gain
- Fourth-graders more than quadrupled their weekly rate of fluency gain
- Fifth-graders more than tripled their weekly rate of fluency gain
- Sixth-graders nearly tripled their weekly rate of fluency gain

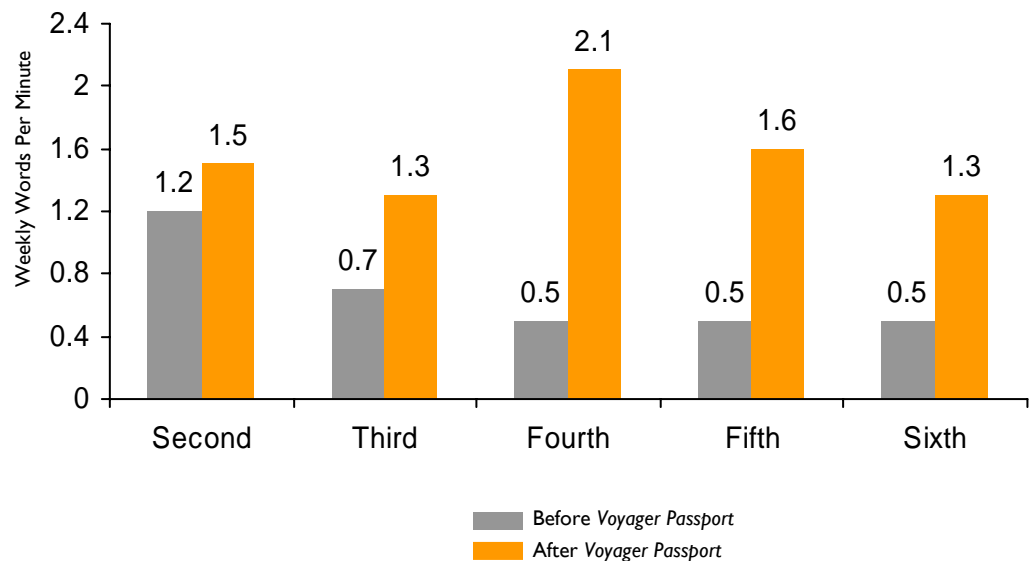
According to Bonnie Tanaka, special education director for Mountain View, all of the district's elementary site administrators have seen a reduction in the number of referrals to special education since implementing the new reading intervention curriculum.

Mountain View School District chose *Voyager Passport* as the intervention program for students who are at risk of continued failure in reading at thirteen schools. The district implemented the program daily, five days a week and dramatically accelerated oral reading fluency rates as measured by Reading Connected Text. Oral reading fluency is a key indicator of reading skill.

### Fluency Growth by Grade Level



### Increase in Average Weekly Words per Minute Read



“In fact, we have seen a reduction in their case loads, because students are getting the help they need before going into special education.”

- Bonnie Tanaka

# Palmdale School District 2006-2007

## PROFILE

**School Year**  
2006-2007

**Location**  
Palmdale, CA

**Grade Levels**  
Second through Seventh Grades

**Number of Students**  
502

**Assessment Tool**  
Reading Connected Text (RCT)

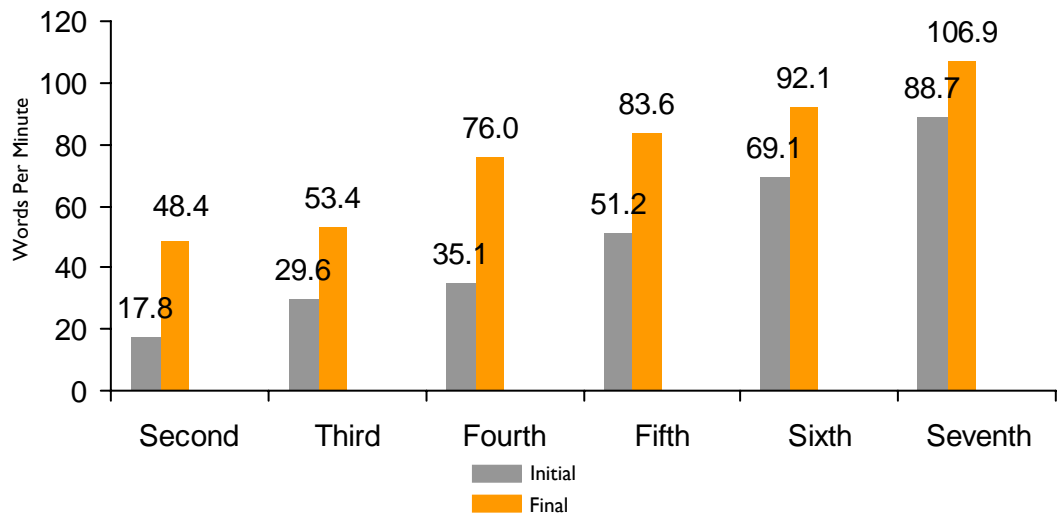
## KEY FINDINGS

Voyager Passport students significantly increased fluency rates (words read per minute per week):

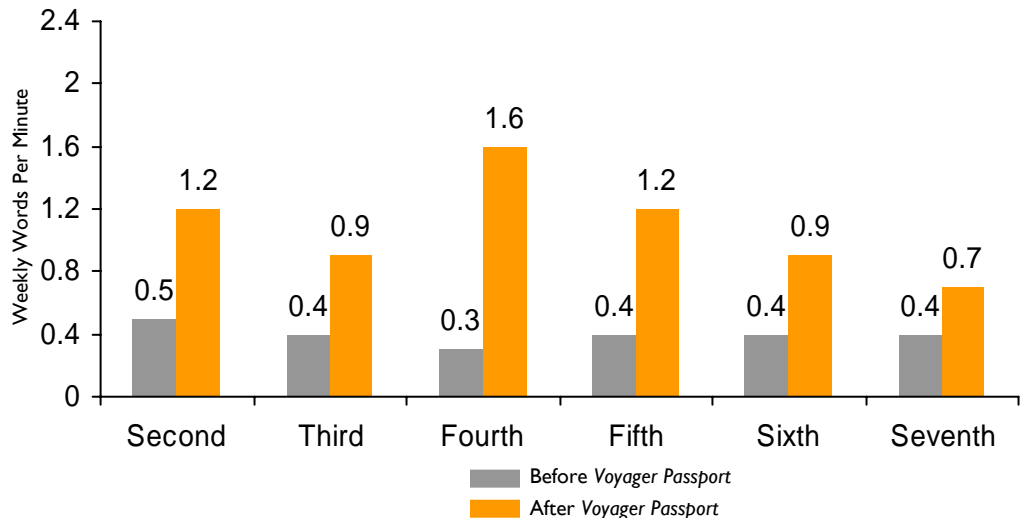
- Second-graders more than doubled their weekly rate of fluency gain
- Third-graders more than doubled their weekly rate of fluency gain
- Fourth-graders increased weekly rate of fluency gain by more than five times their initial rate
- Fifth-graders tripled their weekly rate of fluency gain
- Sixth-graders more than doubled their weekly rate of fluency gain
- Seventh-graders nearly doubled their weekly rate of fluency gain

Palmdale School District chose *Voyager Passport* as the intervention program for students receiving special education services. The district implemented the program for 45 minutes a day, four days a week and dramatically accelerated oral reading fluency rates as measured by Reading Connected Text.

### Fluency Growth by Grade Level



### Weekly Increase in Average Words per Minute



They get practice in fluency and comprehension. They read high-interest material and remember it. [Seeing them] making those connections, that is very fulfilling.”

-Jane Heyman, the Resource Program reading coach at Chaparral Elementary School

“As they were reading, one of the things that really impressed me was their fluency,” he says. “They really had very good intonation and expression. You could tell that they were really involved in their reading, rather than it being a rote thing.”

-Lon Herrera, administrator for special education in Palmdale



# Lake Elsinore Unified School District 2006-2007

## PROFILE

**School Year**  
2006-2007

**Location**  
Lake Elsinore, CA

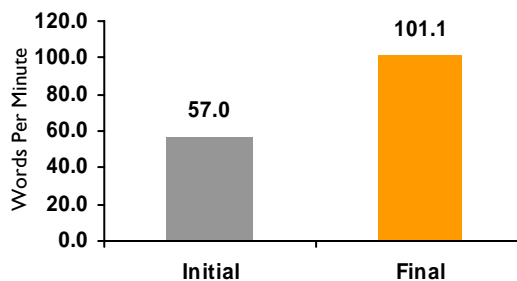
**Grade Levels**  
Sixth through Eighth Grades

**Number of Students**  
122

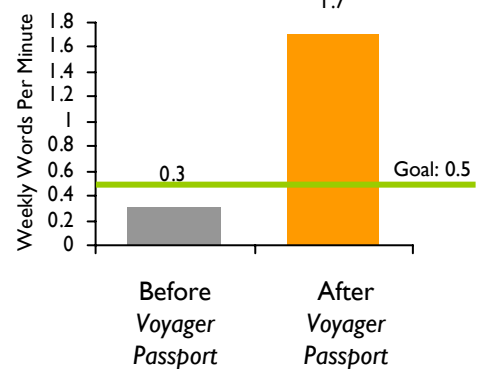
**Assessment Tool**  
Reading Connected Text (RCT)

Lake Elsinore Unified School District chose *Voyager Passport* as the intervention program for middle school students considerably below grade level. The district aggressively implemented the program twice a day for 50 minutes, five days a week to see powerful growth as measured by Reading Connected Text.

### Sixth Grade Fluency Growth



### Weekly Words per Minute Gain

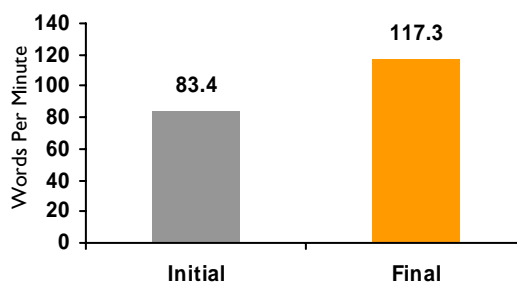


## KEY FINDINGS

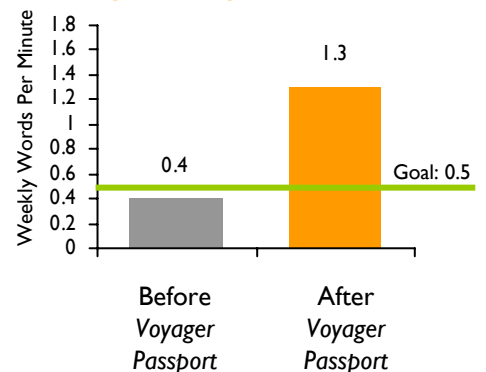
*Voyager Passport* students significantly increased fluency rates (words read per minute)

- Sixth-graders accelerated their average weekly rate of fluency gain to almost eight times the rate before *Voyager Passport*
- Seventh-graders more than tripled their weekly rate of fluency gain
- Eighth-graders more than tripled their weekly rate of fluency gain

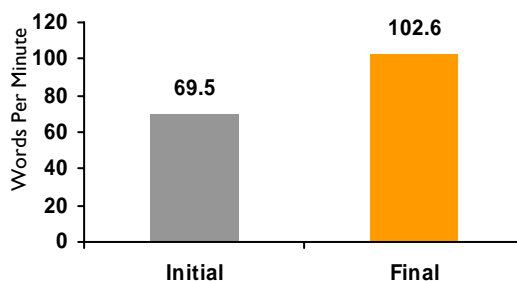
### Seventh Grade Fluency Growth



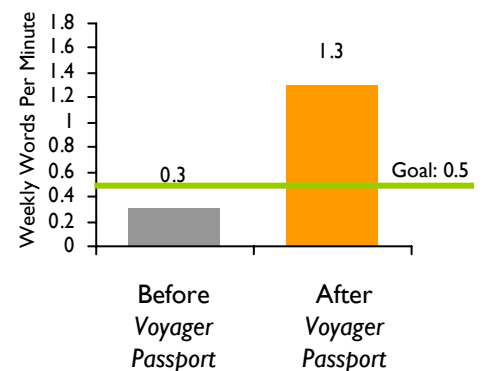
### Weekly Words per Minute Gain



### Eighth Grade Fluency Growth



### Weekly Words per Minute Gain





# Newport Mesa Unified School District 2006-2007

## PROFILE

**School Year**  
2006-2007

**Location**  
Newport Mesa , CA

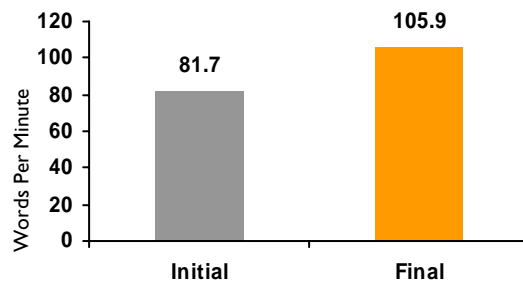
**Grade Levels**  
Fourth and Fifth Grades

**Number of Students**  
105

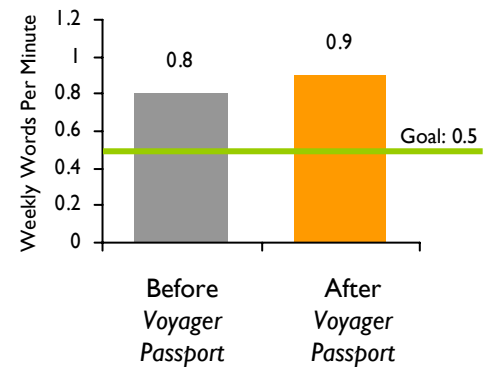
**Assessment Tool**  
Reading Connected Text (RCT)

Newport Mesa Unified School District chose *Voyager Passport* as the intervention program for middle school students considerably below grade level. The district aggressively implemented the program 60 minutes a day, five days a week to see powerful growth as measured by Reading Connected Text. .

### Fourth Grade Fluency Growth



### Weekly Words per Minute Gain

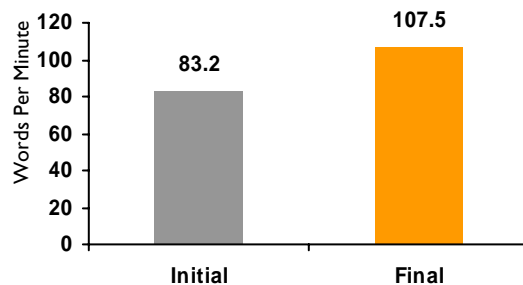


## KEY FINDINGS

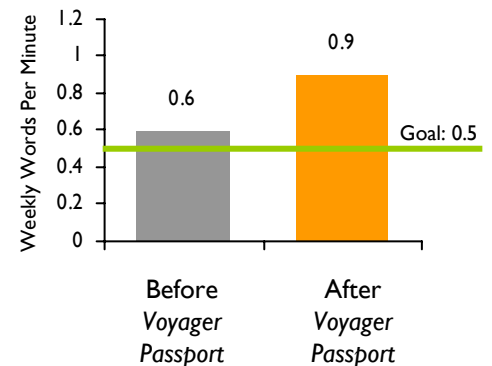
*Voyager Passport* students significantly increased fluency rates (words read per minute)

- Fourth- and fifth-graders accelerated their average weekly rate of fluency gain

### Fifth Grade Fluency Growth



### Weekly Words per Minute Gain



# Los Angeles Unified School District Beyond the Bell 2005

## PROFILE

**School Year**  
2006-2007

**Location**  
Los Angeles, CA

**Grade Levels**  
Sixth through Eighth Grades

**Number of Students**  
2,511

**Assessment Tool**  
Reading Connected Text (RCT)

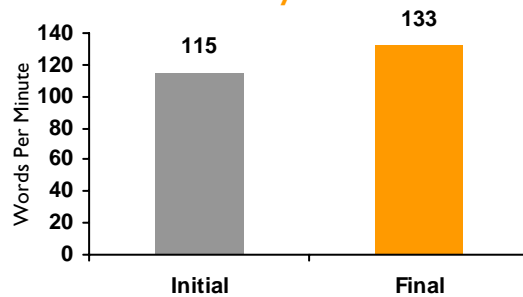
## KEY FINDINGS

Voyager Passport students significantly increased fluency rates (words read per minute per week):

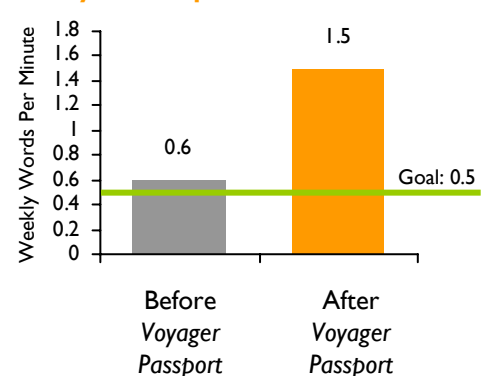
- Sixth grade students more than doubled their weekly rate of fluency gain
- Seventh grade students almost tripled their weekly rate of fluency gain
- Eighth grade students more than quadrupled their weekly rate of fluency gain

Los Angeles Unified School District implemented *Voyager Passport* for up to three months as part of the Beyond the Bell program. Students in sixth through eighth grade received only 30 hours of instruction through the Extended Learning and Tutorial Services Programs either after school or in a Saturday Academy. These students dramatically accelerated oral reading fluency rates as measured by Reading Connected Text. Oral reading fluency is a key indicator of reading skill.

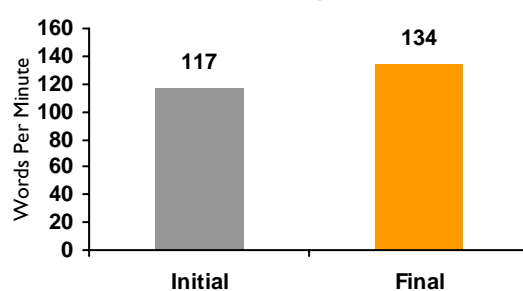
**Sixth Grade Fluency Growth**



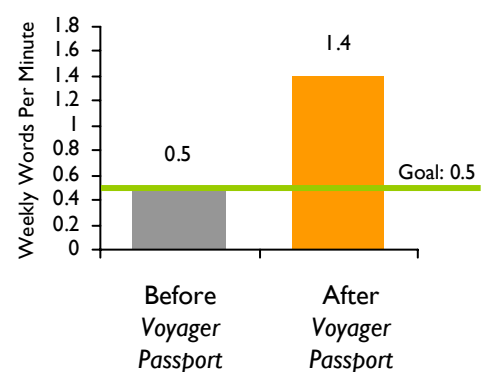
**Weekly Words per Minute Gain**



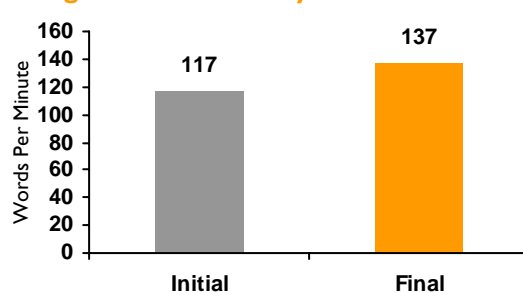
**Seventh Grade Fluency Growth**



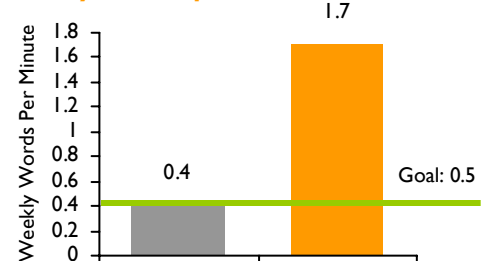
**Weekly Words per Minute Gain**



**Eighth Grade Fluency Growth**



**Weekly Words per Minute Gain**





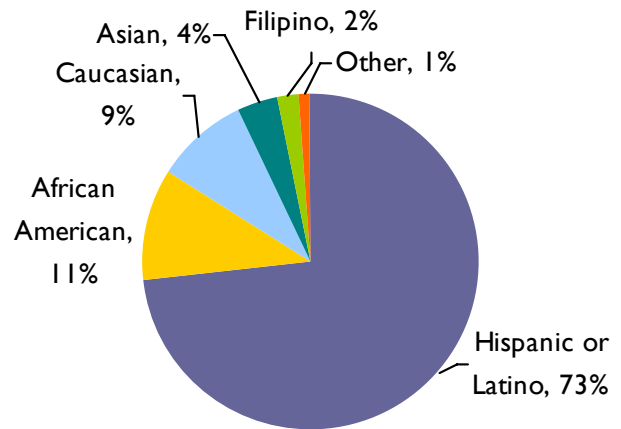
# Los Angeles Unified School District Special Education Implementation

Los Angeles Unified School District (LAUSD) chose *Voyager Passport* as the prescribed English Language Arts intervention program for 6,234 students receiving special education services at targeted elementary and middle schools.

*Voyager Passport* provides explicit, systematic instruction, an embedded assessment system, and age-appropriate, engaging student materials. The program's flexible model also incorporates key features for students receiving special education services. *Voyager Passport* provides multiple opportunities for students to practice reading text at their individual instructional level, a critical factor that helps increase fluency rates.

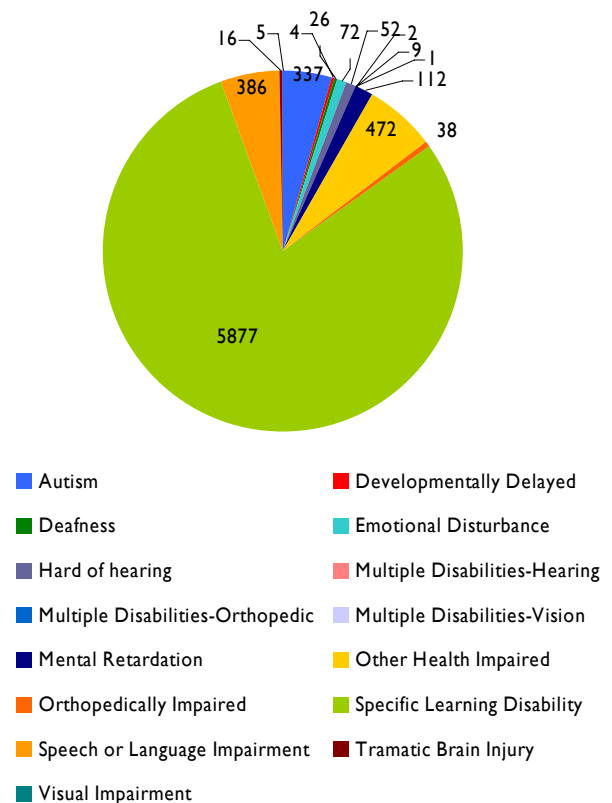
Throughout the implementation, student progress was measured and monitored using Reading Connected Text (RCT), a one-minute oral reading fluency indicator included in the Vital Indicators of Progress® (VIP®). Teachers received training and access to support throughout the school year, and used the program an average of 21 weeks during the 2006-2007 school year.

LAUSD Student Population



Source: www.greatschools.net

LAUSD 2006-2007 SPED - Voyager Passport Distribution of Students by SPED Code

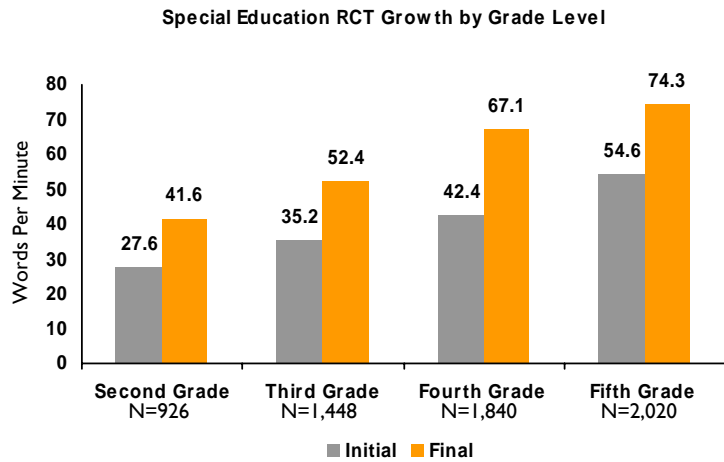


Source: Provided by LAUSD

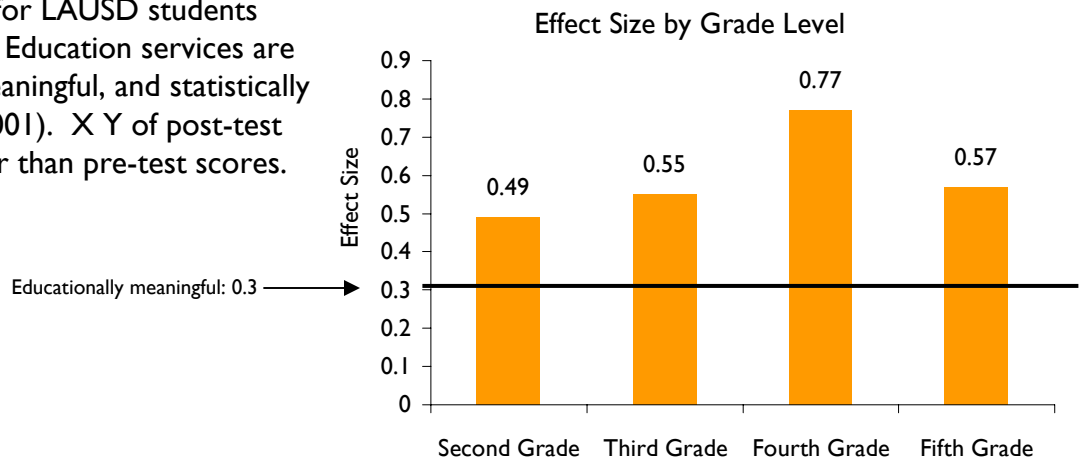


# LAUSD Special Education Improved Fluency Rates

Across all participating grades, students in *Voyager Passport* made impressive fluency gains, significantly increasing the average number of words read per minute. Increased oral reading fluency will allow these students to navigate text more proficiently and attribute more resources to comprehension.



The effect sizes for LAUSD students receiving Special Education services are educationally meaningful, and statistically significant ( $p < .001$ ). X Y of post-test scores are higher than pre-test scores.



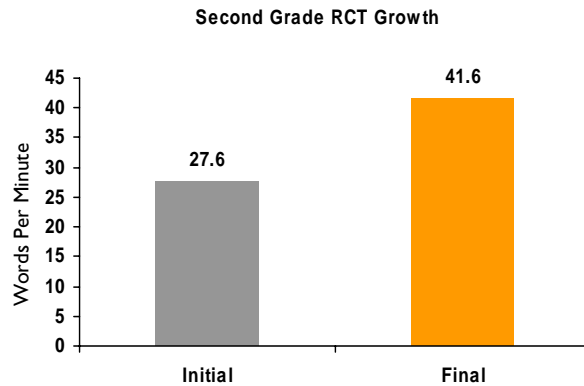
Effect size of .20 is small, .50 is moderate, and .80 is large (Cohen, 1988). Effect sizes of .30 or larger are considered educationally meaningful. The black line denotes the .30 mark.

*Voyager Passport* made an educationally meaningful and significant impact on the reading progress of students in LAUSD.

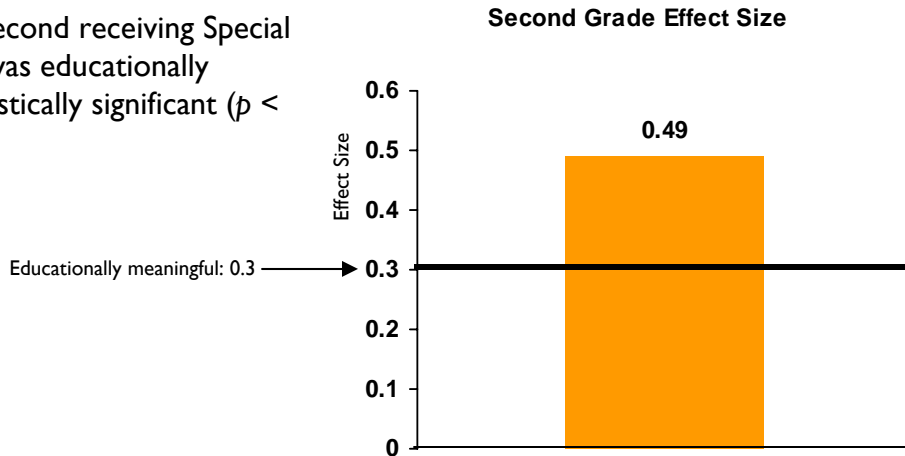


# LAUSD Second Grade Special Education

Second grade students in *Voyager Passport* increased the average number of words read per minute by 14 words during the 21 week intervention.

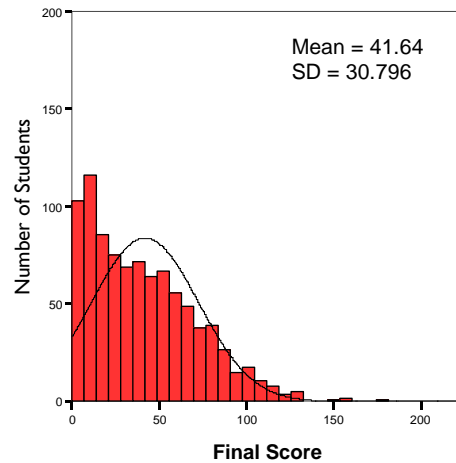
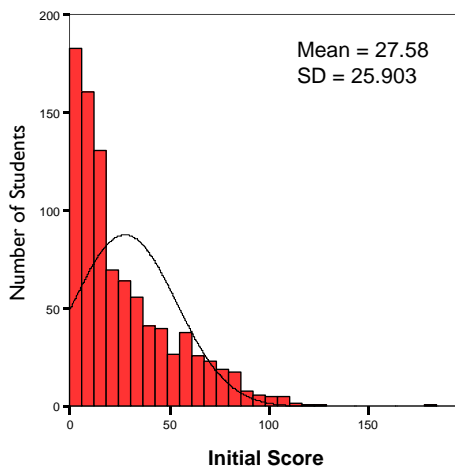


The effect size for second receiving Special Education services was educationally meaningful, and statistically significant ( $p < .001$ ).



Effect size of .20 is small, .50 is moderate, and .80 is large (Cohen, 1988). Effect sizes of .30 or larger are considered educationally meaningful. The black line denotes the .30 mark.

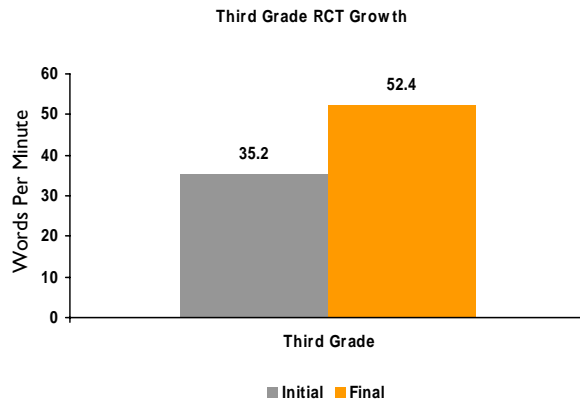
To illustrate the movement of scores, the histograms below show the number of students in each score range of Initial RCT Scores and Final RCT Scores for second grade students receiving Special Education services in LAUSD. The graphs show RCT scores are in an asymmetrical distribution at the Initial Score point, clustered toward the zero point with the greatest number of students reading only 0-6 words per minute and move to more of a spread toward higher word per minute fluency ranges for the Final RCT Score. The average fluency score increased by 14 words per minute.



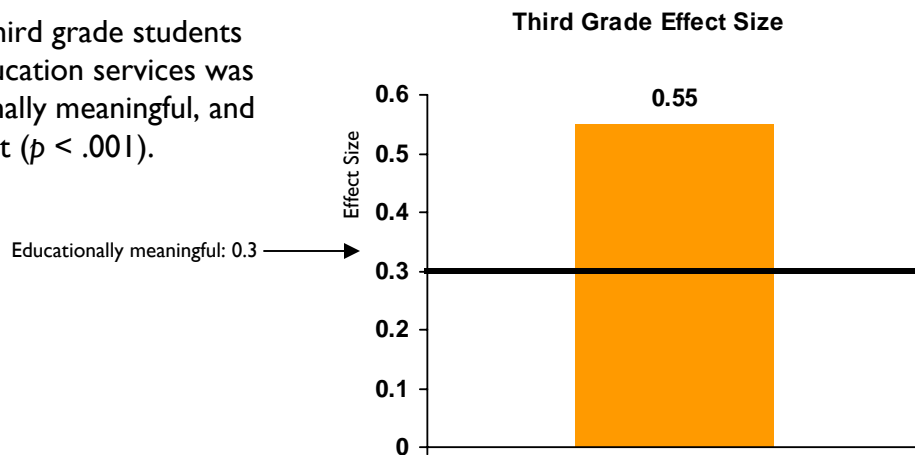


# LAUSD Third Grade Special Education

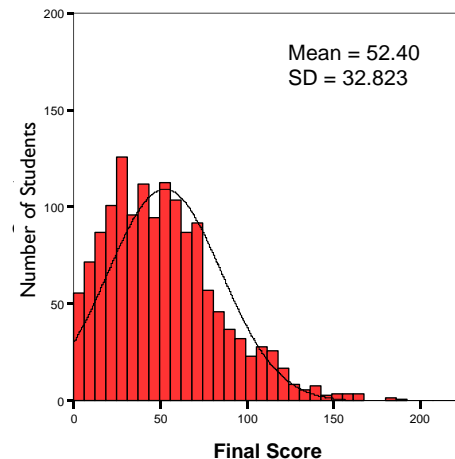
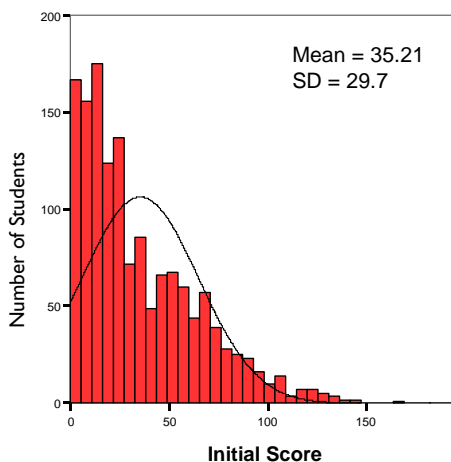
Third grade students in *Voyager Passport* increased the average number of words read per minute by 17.2 words during the 21 week intervention.



The effect size for third grade students receiving Special Education services was moderate, educationally meaningful, and statistically significant ( $p < .001$ ).



To illustrate the positive movement of fluency scores, the histograms show the counts in each word-per-minute range of Initial RCT Scores and the Final RCT Scores for third grade students receiving Special Education services in LAUSD. The graphs demonstrate RCT scores increased from being asymmetrical and skewed toward the zero point to being more spread out toward a greater number of words per minute for the Final Score. The average score increased by 17 words per minute.



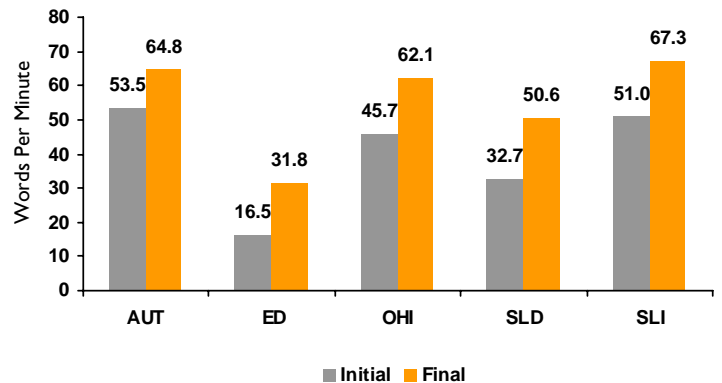


# LAUSD Third Grade Special Education

Students across all IEP classification categories made oral reading fluency growth. Several of these categories are shown below. Gains:

- Autism (AUT): 11.3 words per minute (wpm) at a rate of 0.5 wpm per week;
- Emotional Disturbance (ED): 15.3 wpm at a rate of 0.7 wpm per week;
- Other Health Impairment (OHI): 16.4 wpm at a rate of 0.8 wpm per week
- Specific Learning Disability (SLD): 17.9 wpm at a rate of 0.9 wpm per week; and
- Speech or Language Impairment (SLI); 16.3 wpm at a rate of 0.8 wpm per week

Third Grade RCT Growth by IEP Classification Codes



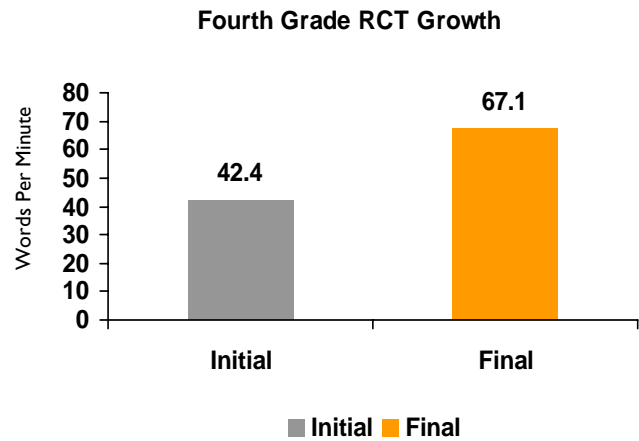
“We’re seeing some positive growth, and it shows in other assessments that they do for reading in the core program. The teachers say the students are actively involved, and they come back into the [regular ed] classroom with more confidence in their reading.”

-Meredith Adams  
LAUSD Division of Special Education

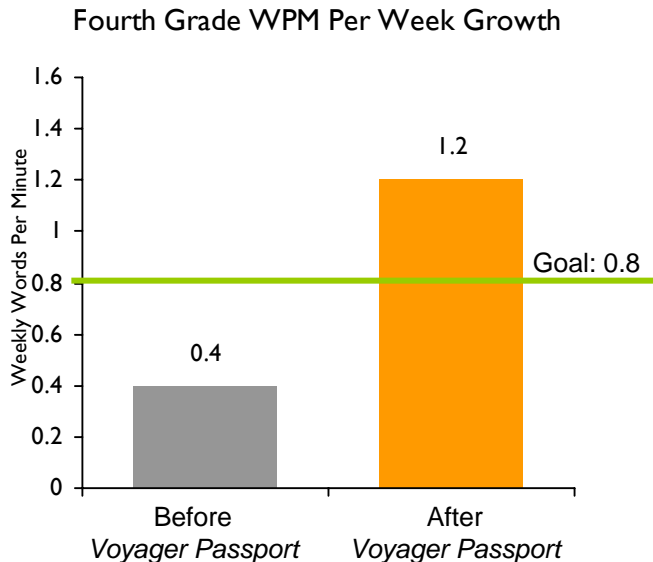


# LAUSD Fourth Grade Special Education

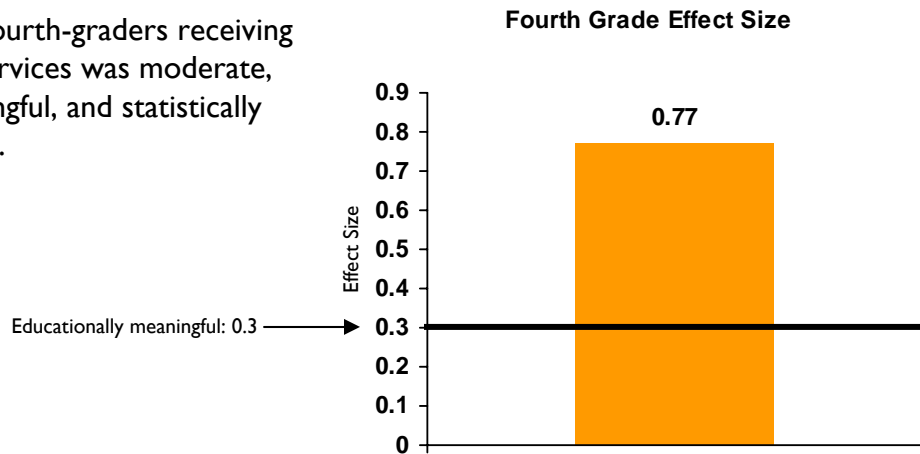
Fourth grade students in *Voyager Passport* increased the average number of words read per minute by 24.7 words during the 21 week intervention.



Before *Voyager Passport*, the average word per minute per week rate for fourth grade was considerably below the average rate of grade level readers based on their initial oral reading fluency scores. During the intervention, students significantly accelerated their weekly word per minute rates, surpassing the average rate of grade level readers.



The effect size for fourth-graders receiving Special Education services was moderate, educationally meaningful, and statistically significant ( $p < .001$ ).



Effect size of .20 is small, .50 is moderate, and .80 is large (Cohen, 1988). Effect sizes of .30 or larger are considered educationally meaningful. The black line denotes the .30 mark.

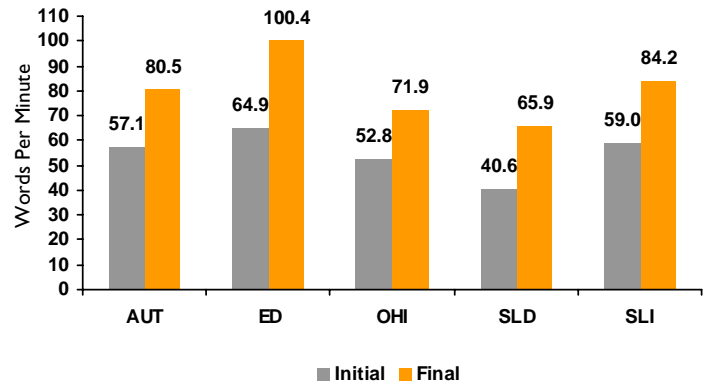


# LAUSD Fourth Grade Special Education

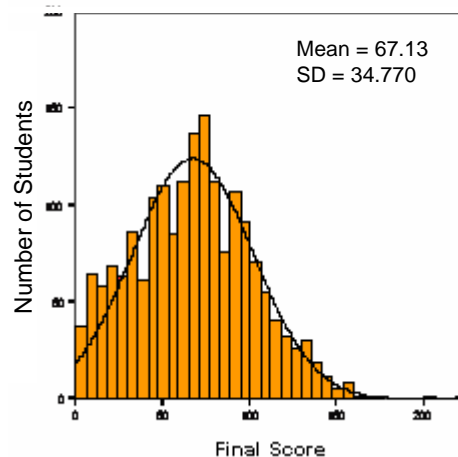
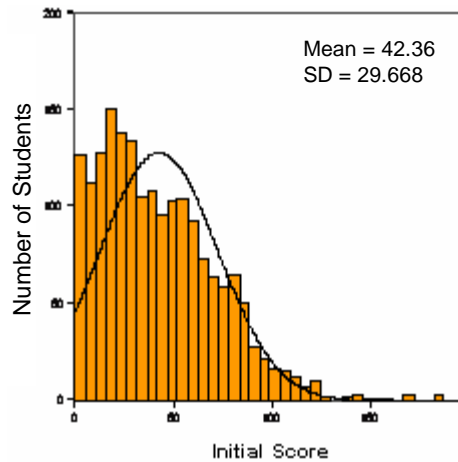
Students across all IEP classification categories made oral reading fluency growth. Several of these categories are shown below. Gains by classification code:

- Autism (AUT): 23.4 words per minute (wpm) at a rate of 1.1 wpm per week;
- Emotional Disturbance (ED): 35.5 wpm at a rate of 1.7 wpm per week;
- Other Health Impairment (OHI): 19.1 wpm at a rate of 0.9 wpm per week
- Specific Learning Disability (SLD): 25.3 wpm at a rate of 1.2 wpm per week; and
- Speech or Language Impairment (SLI); 25.2 wpm at a rate of 1.2 wpm per week

Fourth Grade RCT Gains by IEP Classification Codes



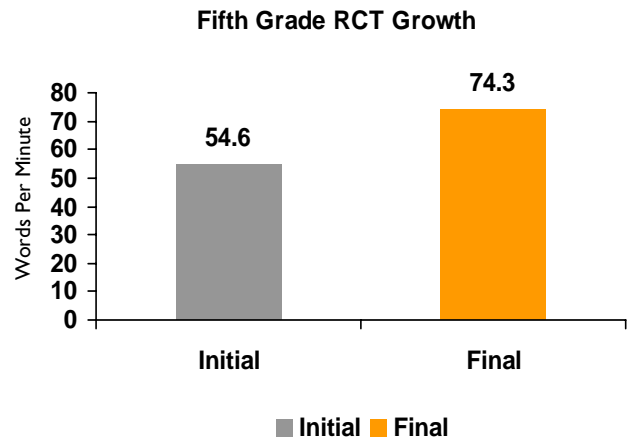
To illustrate the increase in words per minute as measured by RCT, the histograms show the number of scores in each range for the Initial RCT Score and the Final RCT Score for fourth grade students receiving Special Education services in LAUSD. The graphs show RCT scores increased from clustering below 50 wpm to having the greatest count of students score between 50 and 100 words per minute for the Final Score. The average score increased 20 words per minute.



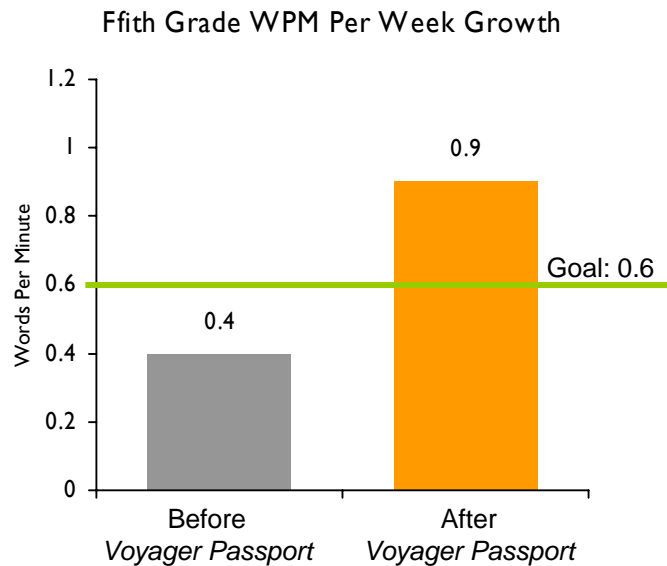


# LAUSD Fifth Grade Special Education

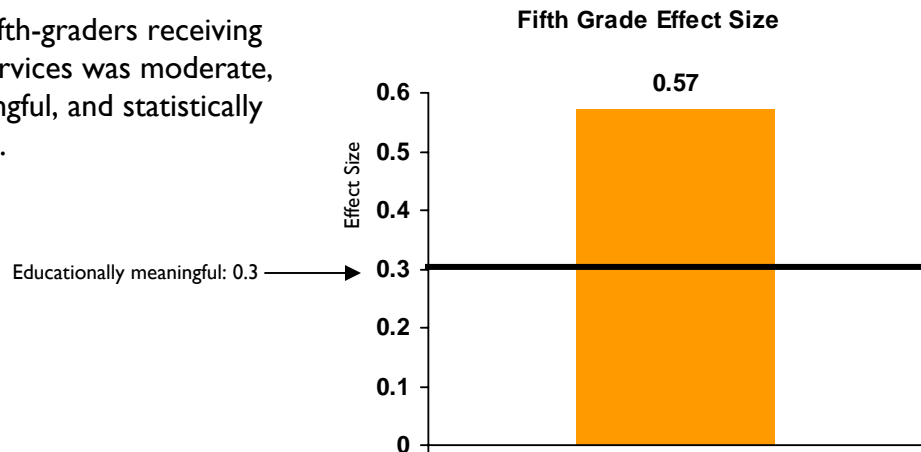
Fifth grade students in *Voyager Passport* increased the average number of words read per minute by 19.7 words during the 21 week intervention.



Before *Voyager Passport*, the average word per minute per week rate for fifth grade was considerably below the average rate of grade level readers. During the intervention, students significantly accelerated their weekly word per minute rates, surpassing the average rate of grade level readers.



The effect size for fifth-graders receiving Special Education services was moderate, educationally meaningful, and statistically significant ( $p < .001$ ).



Effect size of .20 is small, .50 is moderate, and .80 is large (Cohen, 1988). Effect sizes of .30 or larger are considered educationally meaningful. The black line denotes the .30 mark.

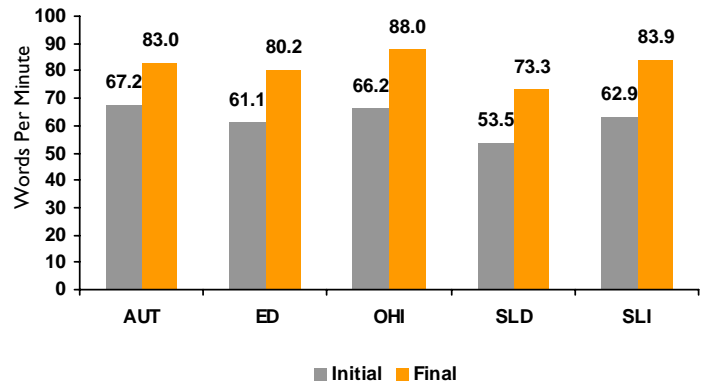


# LAUSD Fifth Grade Special Education

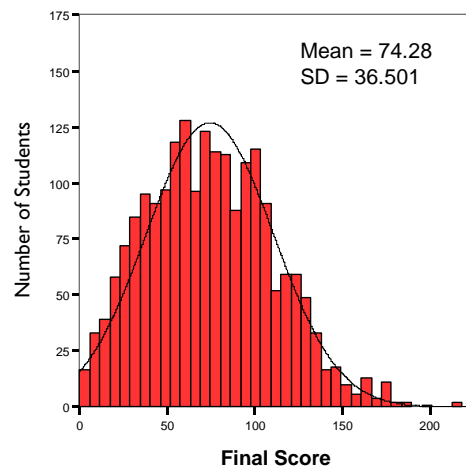
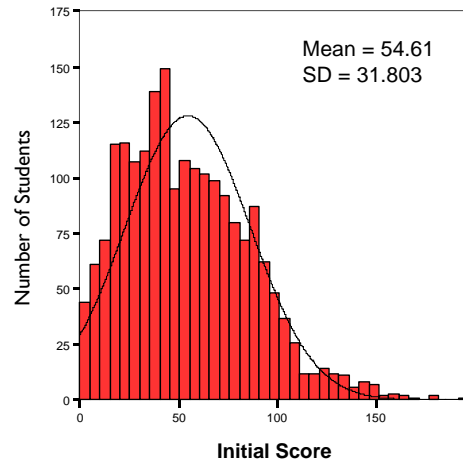
Students across all IEP classification categories made oral reading fluency growth. Several of these categories are shown below. Gains by classification code:

- Autism (AUT): 15.8 words per minute (wpm) at a rate of 0.8 wpm per week;
- Emotional Disturbance (ED): 19.1 wpm at a rate of 0.9 wpm per week;
- Other Health Impairment (OHI): 21.8 wpm at a rate of 1.0 wpm per week
- Specific Learning Disability (SLD): 19.8 wpm at a rate of 0.9 wpm per week; and
- Speech or Language Impairment (SLI); 21.0 wpm at a rate of 1.0 wpm per week

Fifth Grade RCT Growth by IEP Classification Codes



To illustrate the movement of scores, the histograms show the Initial RCT Score and the Final RCT Score distribution for 5th grade students receiving Special Education services in LAUSD with Voyager Passport. The graphs show RCT scores increased from being skewed between 0 and 50 for the Initial Score to a spread between 50 and 100+ for the Final Score. The average score increased significantly, from 54.61 to 74.28, 20 words per minute.





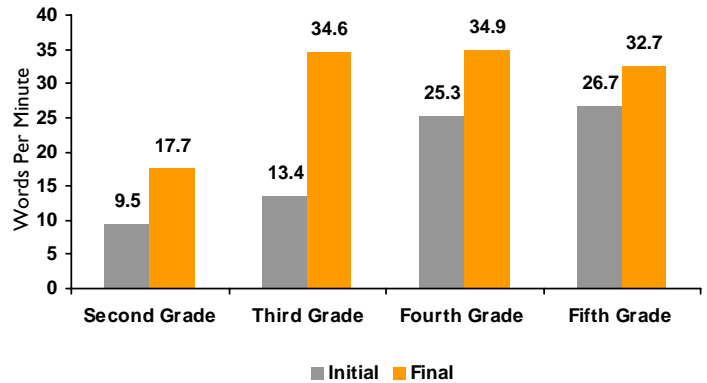
# LAUSD Special Education Students with Hearing-Related Needs

Learning to read is a critical developmental task, and one that is even more difficult for children who are hard of hearing and deaf. These students have only limited knowledge of the spoken language that represents print. Research suggests that the relatively poor reading skills of these students are a result of deficiencies in phonological processing.

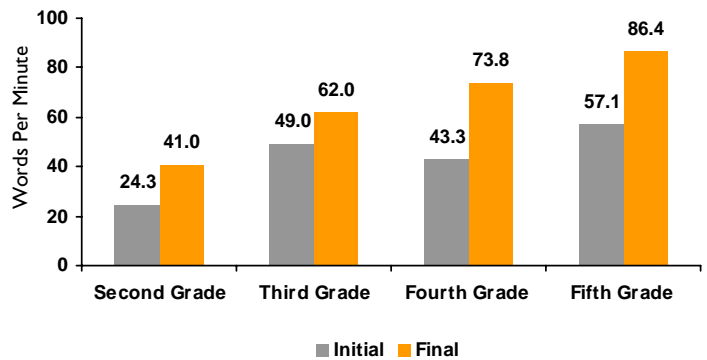
*Voyager Passport* helped these students improve their reading skills. Growth for the 64 students in the category of Deafness and Hard of Hearing across all grade levels was positive. Specifically:

- Second grade students with Deafness gained 8.2 words per minute at a rate of 0.5 words per minute per week growth with an average of 15 weeks of instruction;
- Third graders gained 21.2 words per minute at a rate of 0.9 words per minute per week with an average of 24 weeks of instruction;
- Fourth graders gained 9.6 words per minute at a rate of 0.5 words per minute per week with an average of 19 weeks of instruction;
- Fifth graders gained 6 words per minute at a rate of 0.3 words per minute per week gain with an average of 21 weeks of instruction.
- The students who were Hard of Hearing gained 16.7, 13.0, 30.5, and 29.3 words per minute for second through fifth grade respectively.

RCT Growth for *Voyager Passport* Students - Deafness



RCT Growth for *Voyager Passport* Students - Hard of Hearing



# Vmath

Vmath teaches the essential concepts, skills, and problem solving strategies taught in grades 3 – 8 . Through daily, systematic instruction, Vmath students master the essential concepts, skills, and problem-solving strategies needed to reach and maintain grade-level performance, and to score well on high-stakes assessments. The *VmathLive*<sup>™</sup> component creates a stimulating environment that motivates, extends the school day, and increases students' time on task as they practice their math skills, prepare for high-stakes tests, and play in real-time mental math competitions of speed and skill.

The *Vmath* program:

- Provides explicit, systematic, scaffolded instruction
- Includes assessment that identifies student needs and measures growth
- Features the VPORT Data Management System
- Provides tools to identify and analyze student errors and provide explicit corrective feedback to reteach skills
- Incorporates NCTM's Communication Standards and Reasoning Standards to strengthen both teacher pedagogy and student mathematical justification



## Vmath Summer Adventure

*Vmath* Summer Adventure combines explicit instruction in essential math concepts and skills with real-life adventures to stimulate student interest and comprehension. Teachers can choose to focus on the lessons that students have demonstrated the most difficulty with based on district or state test data. Teachers also can select the lessons based on what topics are the most difficult for struggling students to grasp or what gaps students need to fill in their math knowledge to be ready for the next grade.



# Campbell Union School District

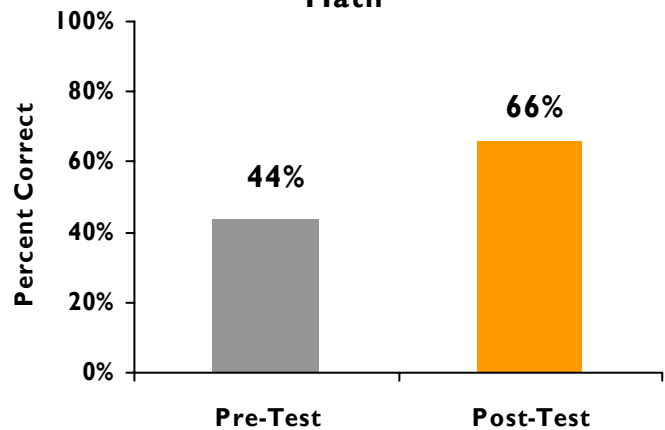
Every summer, the Campbell Union School District runs a summer intervention program for students that were below basic and far below basic on the California Standards Test (CST). For the last several years, the curriculum they used was an extension of their adopted district standards-based curriculum that the students received during the course of the regular school year.

“For obvious reasons, our data told us that giving our intervention students ‘more of the same’ was not working,” says Michael O’Laughlin, Director of Curriculum for Campbell Union School District.

So for their 2006 summer intervention session, the district chose to provide a curriculum for students that truly focused on and targeted the areas of reading and mathematics. After much investigation, the district chose to implement Voyager’s *Vmath* Summer Adventure program.

After four weeks in *Vmath* Summer, Campbell Union 43 third-graders made a 22 percentage point increase in the number correct on their math assessment from pre-test to post-test in the *Vmath* program.

**Third-Grade Summer Gains in Math**



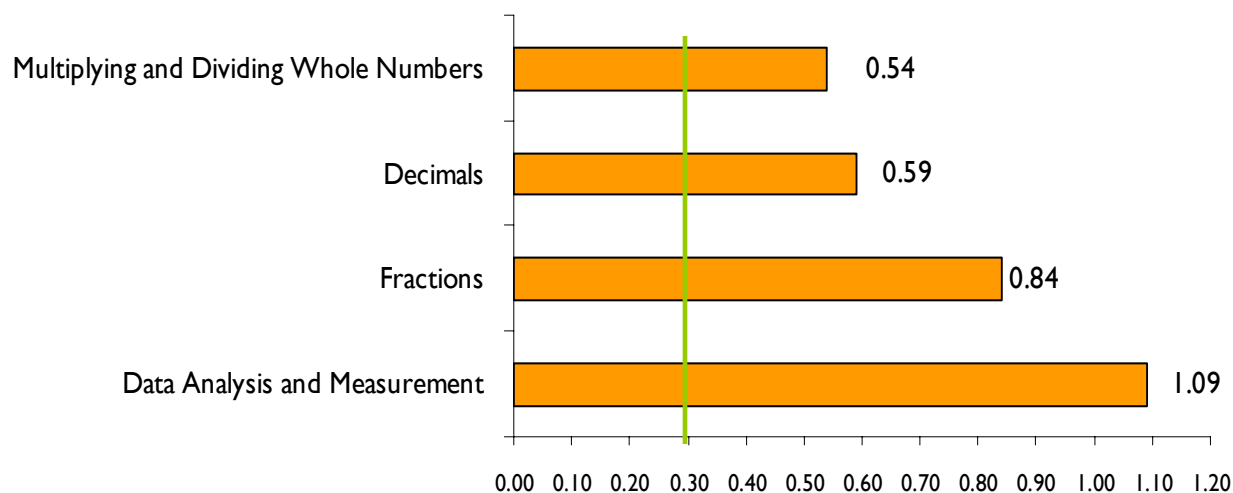
“By providing our teachers with easy to use materials and focused professional development, we were able to use our limited time with our students to their full advantage. Teachers were universally thrilled with the ease of use and the strides their students made.”

Michael O’Laughlin,  
Director of Curriculum  
Campbell Union School District.

# LAUSD Extended School Year Math for Special Education Students

LAUSD Special Education Department chose *Vmath* Summer Adventure as the math intervention curriculum for 375 middle school students participating in an ESY (Extended School Year) initiative. To prevent summer learning loss, the Special Education Department used *Vmath* Summer Adventure consisting of four 10-lesson modules, to practice essential concepts and skills that students may have missed during the regular school year, and to accelerate struggling students toward grade-level proficiency. Throughout the program students had opportunities to work independently and apply new and previously learned concepts, skills, and problem-solving strategies.

LAUSD SPED Middle School Summer 2007  
Effect Size by Module



Effect sizes (for differences expressed as means) of  $d = 0.20$  are considered small,  $0.50$  are regarded as moderate, and  $0.80$  are regarded as large (Cohen, 1988). An effect size of  $d = 0.30$  is considered educationally significant. The green line denotes the  $0.30$  mark.

After 4-weeks in Voyager *Vmath* Summer Adventure:

- Students nearly doubled the percent correct from pre-test to post- tests
- Effect sizes for each module were in the moderate to large range
- Students made educationally meaningful gains

**Students made educationally significant gains.  
That says a lot about what this program can do.**



# LAUSD Beyond the Bell Summer Math Implementation

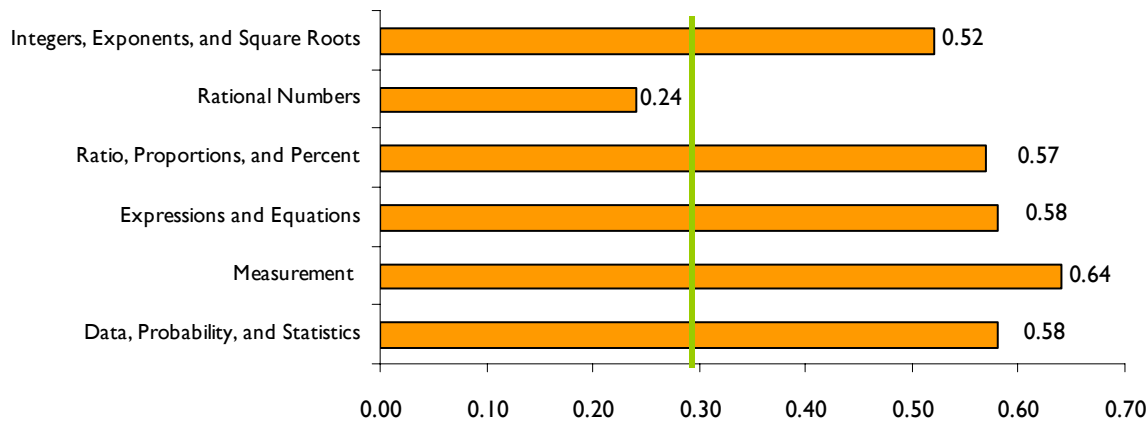
To prevent the summer loss, Los Angeles Unified School District Beyond the Bell Branch implemented *Vmath* Summer Adventures with students who were identified as Far Below and Below Basic on the California State Test.

A total of 4,204 eighth grade students in 32 schools have records in the VPORT™ system for the *Vmath* Summer Adventure 2007 program for general education students. The program lasted for six weeks.

The direct, explicit, systematic, and scaffolded instruction provided with the *Vmath* Summer Adventures proved to be beneficial for students who are in danger of failure at grade level math. We conclude from this review that the implementation of *Vmath* Summer Adventure removed learning deficiencies that would have otherwise compounded during the absence of instruction.

## Summer 2007

### Effect Size by Module - All Students



Effect size of .20 is small, .50 is moderate, and .80 is large (Cohen, 1988). Effect sizes of .30 or larger are considered educationally meaningful. The green line denotes the .30 mark.

“*Vmath* has given our students the boost they need before starting pre-algebra.”

-Joan Mezori

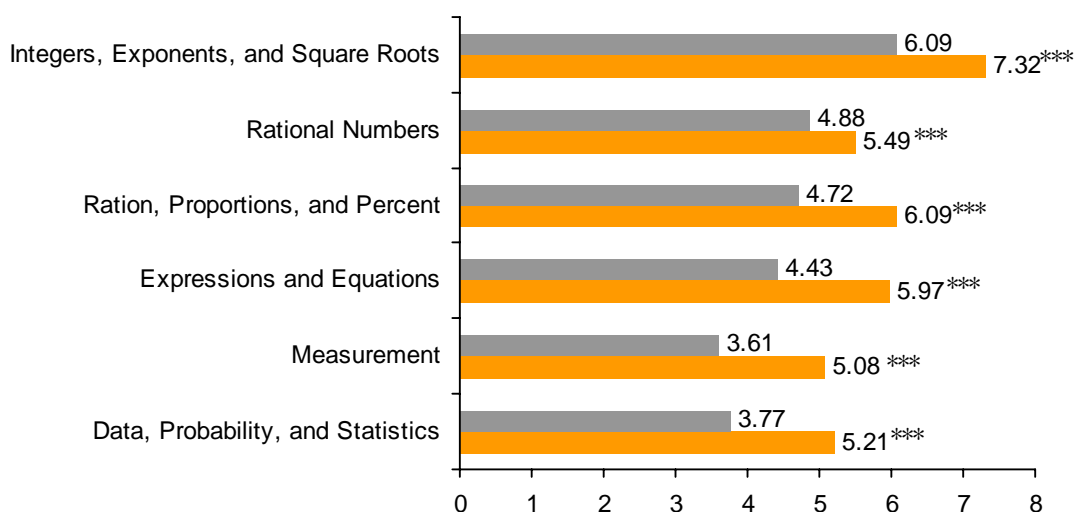
LAUSD Director of Beyond the Bell Branch



# LAUSD Beyond the Bell Summer Math Implementation

The Initial Assessment given at the beginning of the program identifies areas where individual students may require additional instruction and determines appropriate entry points into instruction. The Final Assessment is given upon completion of the *Vmath* Summer Adventure instruction. The first chart in this section shows the average Pre-Test and Post-Test Assessment scores for all students. There are 10 items on the Pre- and Post-Tests. The Initial and Final Assessment Tests contain 30 items. The differences between Initial and Final Assessments are significant for all students.

Pre-Test to Post-Test by Module - All Students



\*\*\*  $p < .001$

**Gains from pre-test to post-test were statistically significant across all modules.**

# TimeWarp Plus

The *TimeWarp* Plus Summer Reading Intervention System is specifically designed to prevent summer learning loss and provide an exciting learning experience to improve reading skills for students in grades K-9. Students who did not meet proficiency standards on the state's high-stakes test can dramatically accelerate their reading skills and be promoted in the fall.

The flexible *TimeWarp* Plus model includes 3-4 hours of academic learning per day for 3-6 weeks, totaling up to 80 hours of instruction. The series includes several key benefits that set it apart from standard summer reading programs:

- Minimizes teacher preparation time through carefully crafted lessons
- Engages students and teachers with high-interest content
- Prevents summer learning loss and closes the achievement gap
- Provides essential materials to implement an exciting adventure-based program
- Offers an effective model for intersession classes in year-round districts



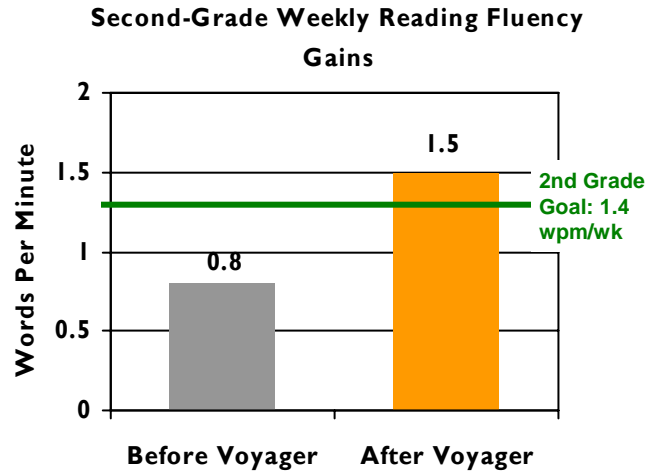
Research by the US Department of Education shows that disadvantaged students typically lose from one to five months academically during the summer. To combat the summer reading loss, districts implement *TimeWarp* to accomplish what a recent independent national research study (Roberts, 2000) suggested was possible, to improve student reading skills in the critical summer months by as much as 40 percent.



# Campbell Union School District

Michael O’Laughlin, Director of Curriculum for Campbell Union School District chose to implement Voyager’s *TimeWarp Plus* program along with *Vmath*. The *TimeWarp Plus* series immerses students in exciting reading adventures, while active learning experiences in whole- and small-group settings address the critical needs of struggling readers. Additional language arts strands of writing, spelling, listening and speaking are interwoven in the daily adventures.

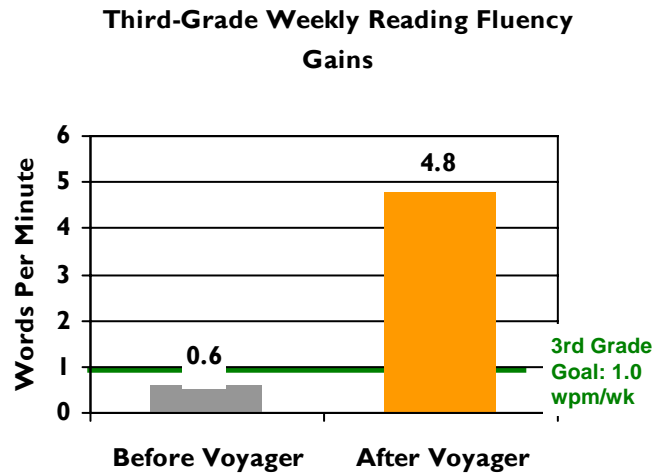
After four weeks in *TimeWarp Plus*, Campbell Union students significantly improved their reading fluency and ended the summer closer to grade level goal.



After four weeks in *TimeWarp Plus*, Campbell Union second-graders nearly doubled their weekly reading fluency, finishing the summer well above grade-level goal.

**“The students in the programs were enthusiastic about summer school and eager to attend. Office referrals as well as teacher absence rates went down. Our initial data from using the Voyager programs was very promising. We saw growth in our students at all grade levels. We are anxious to continue our use of *TimeWarp Plus* and *Vmath Summer* in the years to come.”**

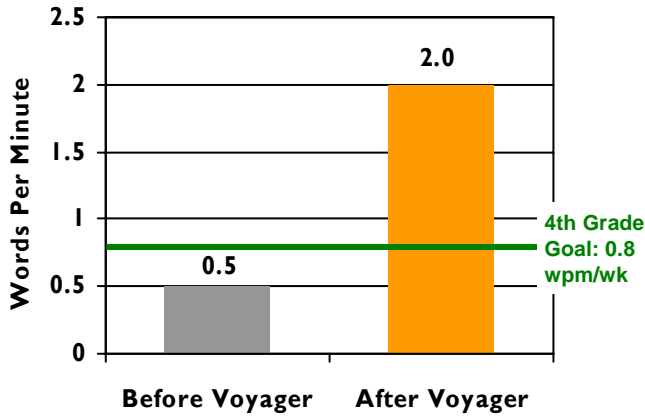
Michael O’Laughlin,  
Director of Curriculum  
Campbell Union School District.



After four weeks in *TimeWarp Plus*, Campbell Union third-graders improved their weekly reading fluency, finishing the summer well above grade-level goal.

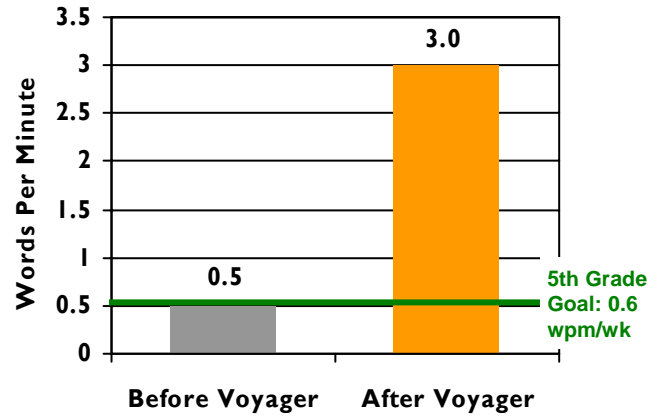


**Fourth-Grade Weekly Reading Fluency Gains**



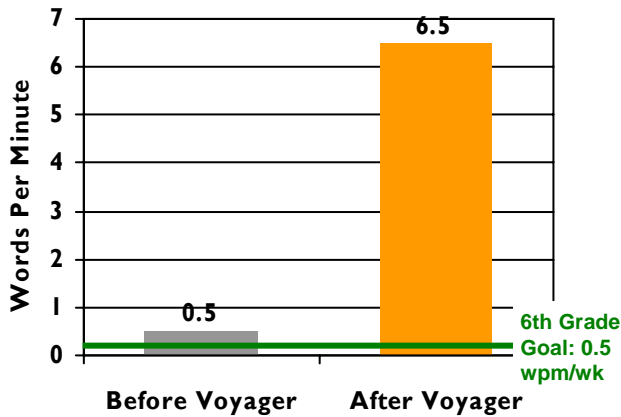
Fourth-graders quadrupled their weekly reading fluency, finishing the summer well above grade-level goal.

**Fifth-Grade Weekly Reading Fluency Gains**



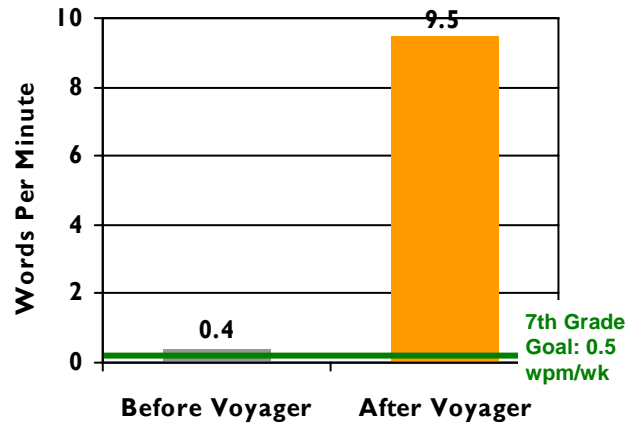
Fifth-graders increased their weekly reading fluency more than six times, finishing the summer well above grade-level goal.

**Sixth-Grade Weekly Reading Fluency Gains**



Sixth-graders dramatically increased their weekly reading fluency, finishing the summer well above grade-level goal.

**Seventh-Grade Weekly Reading Fluency Gains**



Seventh-graders dramatically increased their weekly reading fluency, finishing the summer well above grade-level goal target for intervention.



# Escondido Union School District

Escondido Union School District chose *TimeWarp Plus* to implement with 469 sixth, seventh, and eighth grade students during the 2006 summer. The *TimeWarp Plus* series engages students through interesting, age-appropriate reading topics in both whole- and small-group settings. Instruction is targeted to address the critical needs of struggling readers.

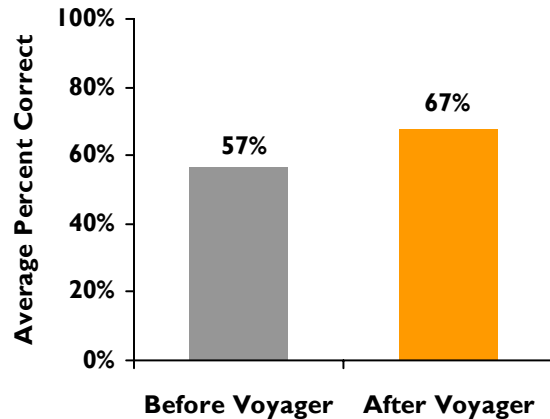
After three weeks in *TimeWarp Plus*, Escondido Union students greatly improved their reading fluency and improved their performance on the program's pre- and post-test measures.

**Pre-Post** average percentages are determined by the number of correct responses on the 36 question (30 for kindergarten) Reading Assessments. Students take the Reading Assessment at the beginning of the program and then again at the end. For example, if the average percentage was 75%, the students, as a group, answered an average of 27 questions correctly.

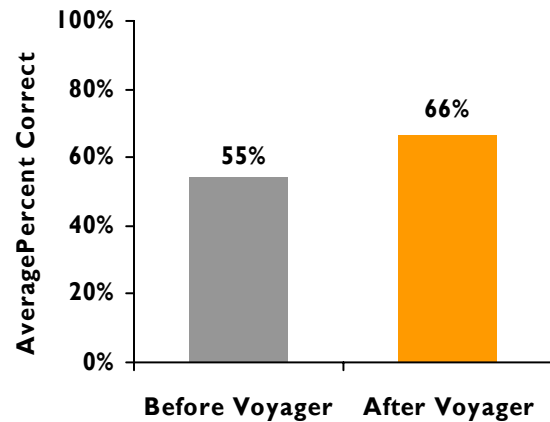
The Reading Assessment in *TimeWarp Plus* grades 1–9 has two main components: Reading Vocabulary and Comprehension.

- Reading Vocabulary—involves word discrimination and sentence completion
- Comprehension—uses graphic sources as reference tools to answer questions, followed by several reading passages with a corresponding series of questions.

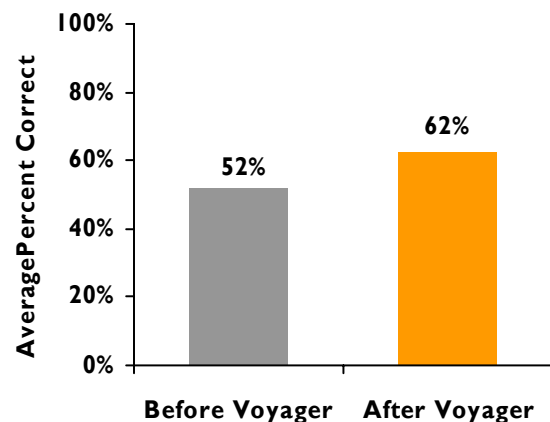
**Sixth-Grade Increase in Percent Correct - Pre-test to Post-test**



**Seventh-Grade Increase in Percent Correct - Pre-test to Post-test**



**Eighth-Grade Increase in Percent Correct - Pre-test to Post-test**





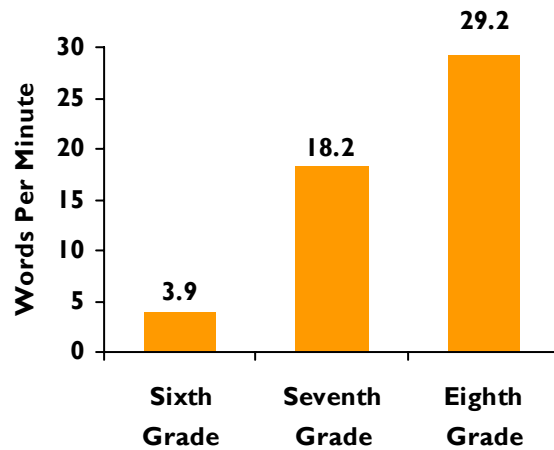
# Escondido Union School District

**Expected growth** is measured at .6 words per minute a week for on track students. In three weeks:

- sixth-grade students gained 3.9 words per minute or about seven weeks of growth.
- seventh-grade students gained 18.2 words per minute or about 30 weeks of growth.
- eighth-grade students gained 29.2 words per minute or about 49 weeks of growth.

**Both seventh and eighth grade students surpassed the grade level goal by the end of the program.**

**Reading Fluency Gains**



# Expect Results™



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