



A Summary of the
Effectiveness of
Passport Reading Journeys[™]



Dear Educator,

According to a 1999 position statement from the International Reading Association: Adolescents entering the adult world in the 21st century will read and write more than any other time in human history.... In a complex and sometimes even dangerous world, their ability to read will be crucial. Continual instruction beyond the early grades is needed.

To remain competitive in this now global economy, our children need to be proficient readers at the least, as technology and the Internet continue to evolve and become an even more critical part of our world and the way we do business. To be proficient is important, but to be competitive is essential for the future of our country. A recent survey polled citizens of five European countries to see who they felt would be the dominant superpower by 2020. In England and Germany, the majority of people felt it would still be the United States, but followed closely by China. On the contrary, the remaining three countries – Italy, Spain, and France – felt China would be the new world superpower, followed, but not closely, by the United States.

Unfortunately, many of our adolescents still have difficulties with the most fundamental skills in reading. In fact, 26 percent of eighth-graders lack basic, grade-level literacy skills, according to the 2007 National Assessment of Educational Progress (NAEP). The Institute for Education Sciences reports that in 2005, nationwide, 9.4 percent of 16- to 24-year-olds have dropped out of high school. I believe that education is this country's investment in the research and development of the future. Providing our youth with the essential skills and motivation they need to not only stay in school, but be successful in school, is an obligation we must fulfill.

For the past decade, as a country, we have successfully committed ourselves to improving reading achievement for our nation's elementary students. It is now time our focus expands to include an entire generation of adolescent children who are coming to school numb, with no hope, essentially dying on the inside and ready to give up and drop out. More than 7,000 students are dropping out of school each day in this country. They are tough on the outside, but defensive and convinced they are not learners. But we know better. We know how hurt these students are, scarred from failing over and over; they are tired of feeling "dumb" so their absenteeism rates are through the roof. At Voyager, we feel it is our obligation to focus on these children and reignite that passion and love for learning they once had.

We built *Passport Reading Journeys* to engage students, to motivate and inspire them to overcome their struggles and increase their achievement. This reading intervention program for secondary students uses a blended approach focused on engaging students with age-appropriate content in areas of science and social studies; not the elementary content of bears and balloons. Through action-packed DVD's, engaging expository text, and interactive technology, students learn about topics such as Forensics, Fitness and Health, and Cultural Connections. *Passport Reading Journeys* engages students and motivates them to want to learn more, consequently building the skills and confidence they need to be successful in school and thereafter.

Many people go into education because they feel a very passionate responsibility to educate the youth of this nation – the future of our country. John Quincy Adams, the sixth president of the United States, once said, "If your actions inspire others to dream more, learn more, do more and become more, you are a leader." The influence of a strong leader is immeasurable, and the dedicated, remarkable teachers and administrators of this country are just that. Everyday, they motivate students and get them excited about learning – inspire them to want to learn more, do more, and become more. And when students get excited, so do teachers; attitude is contagious. We created *Passport Reading Journeys* to help teachers get students excited about learning and inspire them in their journey to become the great leaders of the future.

Adolescent literacy is truly one of the greatest challenges we face today. But together, we can reach these students; we can bring them back up to grade level reading proficiency, and make their futures bright again. Together, we can create hope for children who have had the odds stacked against them for too long. Our partnerships with the districts and schools featured in this report and their students' continued success in school and in life thereafter, is evidence of our contribution to the greater good.

My best,

Ron

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President

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TABLE OF CONTENTS

| | | |
|-------|---|----|
| I. | <i>Passport Reading Journeys</i> [™] Overview | 2 |
| II. | <i>Passport Reading Journeys</i> Advisers and Consultants | 4 |
| III. | The Lexile Framework [®] for Reading | 6 |
| IV. | High-Stakes Correlation to Lexile [®] | 8 |
| V. | National Impact of <i>Passport Reading Journeys</i> | 9 |
| VI. | State Level Impact of <i>Passport Reading Journeys</i> | 15 |
| | Alabama..... | 16 |
| | Arizona | 19 |
| | Florida | 21 |
| | Maryland | 24 |
| | Mississippi | 26 |
| | Missouri..... | 28 |
| | Texas | 30 |
| | Virginia..... | 34 |
| VII. | <i>Passport Reading Journeys</i> Profiles | 37 |
| | Kayenta, Arizona | 38 |
| | North East, Texas..... | 40 |
| | Brevard, Florida | 41 |
| | Seminole, Florida..... | 43 |
| | Miami, Florida: Doral Academy..... | 46 |
| | Eufaula, Alabama..... | 47 |
| | Gilmer County, Georgia | 48 |
| | Dallas, Texas: W.T. White High School | 49 |
| | Poteau, Oklahoma | 52 |
| VIII. | References and Resources | 55 |



PASSPORT READING JOURNEYS OVERVIEW

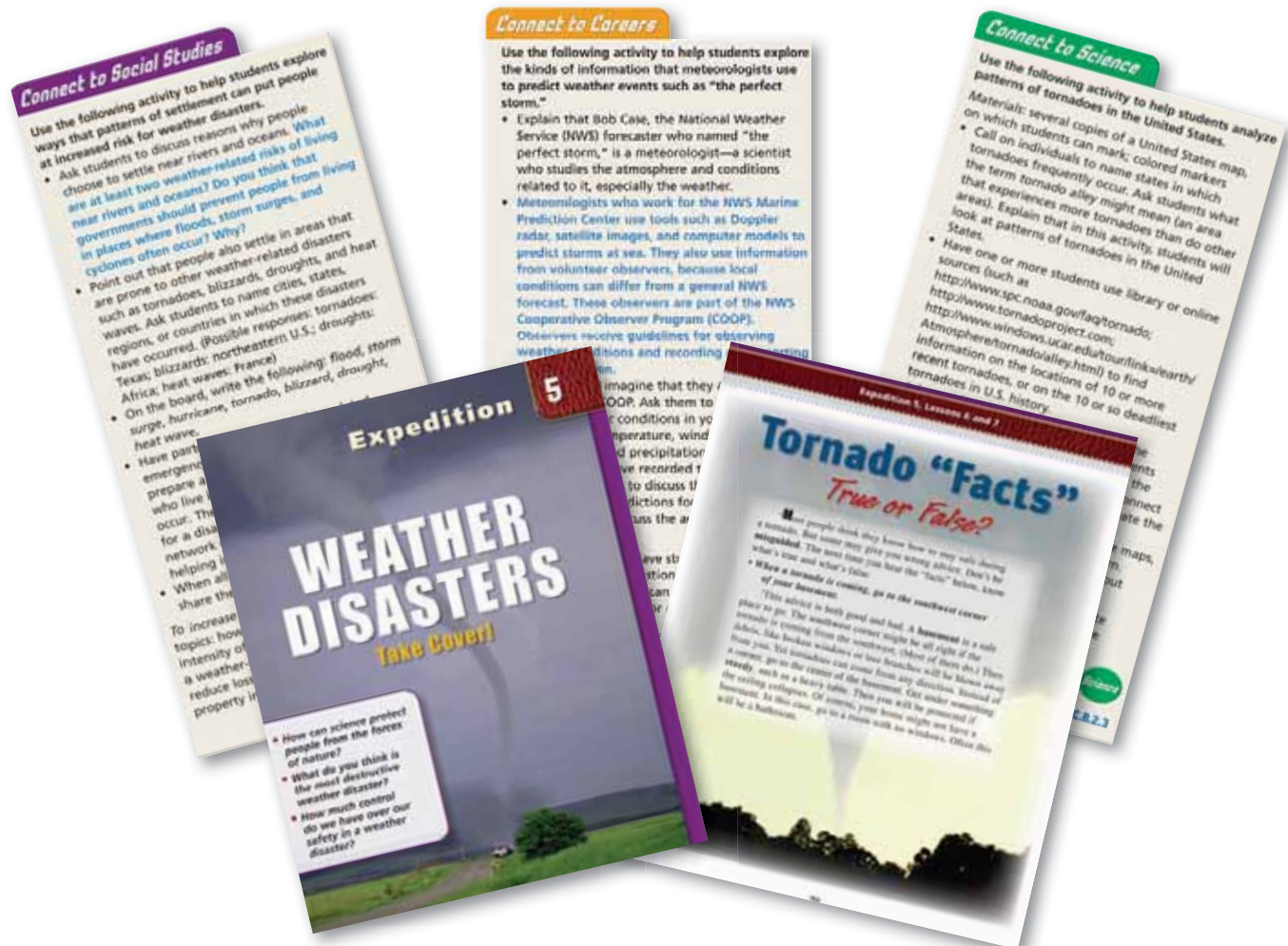
Passport Reading Journeys™ combines action-packed DVDs, engaging text, and interactive technology into the most motivating reading intervention system available for struggling secondary students. Instructional components are connected through Expeditions featuring hot topics and teen hosts, who guide students throughout their journey.



- **Blended solution** of both print materials and web-based technology allow teachers to differentiate instruction
- **Explicit, systematic instruction** in comprehension, vocabulary, fluency, and writing accelerates middle school students toward reading proficiency
- **Captivating reading Expeditions** feature high-interest topics that motivate students to read in science and social studies content areas
- **Individual student needs** are met with whole-group instruction combined with collaborative and independent practice using Lexile® leveled passages
- **Built-in assessment and progress monitoring tools** allow teachers to gauge each student's learning and adjust instruction

Each Expedition in *Passport Reading Journeys* addresses topics that expand student knowledge in science, social studies, math, fine arts, and literature.

- Engaging activities help students make concrete connections to abstract historical and scientific information
- Career-based activities suggested by the Expedition topics inspire students to imagine themselves in stimulating and rewarding positions in the future



Expeditions inspire and engage students by posing stimulating and fascinating real-life situations on topics that expand their knowledge.



Advisory Team



Sharon Vaughn, Ph.D., Principal Design Adviser, is the H.E. Hartfelder/ Southland Corporation Regents Chair at the University of Texas. She directed the Vaughn Gross Center for Reading and Language Arts at the University of Texas. She

is the Co-Principal Investigator at the National Research and Development Center on English Language Learners. Dr. Vaughn is the author of several textbooks and the co-author with Dr. Candace Bos of the 6th edition of *Teaching Students with Learning and Behavior Problems*. She is also the author of numerous chapters and articles on effective instructional practices for students with learning and reading difficulties. She has worked as a teacher, editor of two journals (*Journal of Learning Disabilities* and *Learning Disabilities Research and Practice*), and director of numerous research projects investigating effective interventions for students with reading difficulties. She is the recipient of the AERA Special Education SIG Award for Research.



Donald D. Deshler, Ph.D., is a professor in the School of Education and director of the Center for Research on Learning (CRL) at the University of Kansas. Dr. Deshler and his colleagues at the CRL have designed and validated the Strategic Instruction Model (SIM).

Deshler is the recipient of the J. E. Wallace Wallin Award from the Council for Exceptional Children and the Learning Disabilities Association Award from the Learning Disabilities Association of America for outstanding research and service for at-risk populations. Dr. Deshler served as an adviser for *Reading Next: Vision for Action and Research in Middle and High School Literacy*, a recent report from the Carnegie Foundation.



Janette Klingner, Ph.D., is an Associate Professor of Education at the University of Colorado at Boulder. She has authored, co-authored, or co-edited more than 70 journal articles, book chapters, and books. Research foci include reading comprehension strategy instruction for diverse

populations, the disproportionate representation of culturally and linguistically diverse students in special education, and special education teacher quality. She is an Associate Editor for the *Journal of Learning Disabilities*, and on the editorial boards for eight additional journals. In 2004, she was honored with AERA's Early Career Award for outstanding research.



Susan De La Paz, Ph.D., is a tenured professor in Santa Clara University's School of Education, teaching courses in both Teacher Education and Special Education. Her research focuses on the area of writing for students with and without learning disabilities, and many of her interventions have

focused on students at the secondary level. In 2001, Dr. De La Paz received the Samuel Kirk Award for her article, "Self-Regulated Strategy Instruction in Regular Education Settings: Improving Outcomes for Students with and without Learning Disabilities" published in *Learning Disabilities Research and Practice*.



Diane August, Ph.D., is a Senior Research Scientist at the Center for Applied Linguistics located in Washington, D.C. She serves as the Principal and Co-Principal Investigator for two federally funded studies investigating the development of literacy in English language

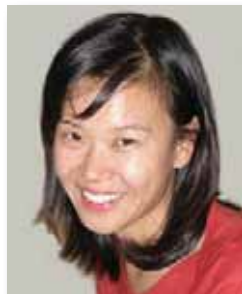
learners. Dr. August has worked as a teacher, school administrator, legislative assistant, and Grants Officer for the Carnegie Corporation. She was Director of Education for the Children's Defense Fund. She has published widely in journals and books.



Consulting Authors



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Program Validation

Manatee County School District

Bradenton, Florida

Dr. Roger Dearing, Superintendent
Ms. Denver Raney, Curriculum Specialist

Riverview Gardens School District

St. Louis, Missouri

Central Middle School
Ms. Donna Marie Wright
Ms. Rebecca Kendall

Dallas Independent School District

Dallas, Texas

W.T. White High School
Ms. Carol Moore



VOYAGER: POWERED BY THE LEXILE FRAMEWORK

The Lexile Framework for Reading is a scientific approach to reading measurement, providing a common scale for matching reader ability and text difficulty. This allows educators and parents to quickly estimate expected reading comprehension and monitor progress, improving student reading skills across the curriculum and at home. All major standardized tests can report student reading scores in Lexiles, and more than 100,000 books and 80 million articles have Lexile measures. As the most widely adopted reading measure in use today, Lexiles are part of reading and testing programs at district, state, and federal levels.

The chart below illustrates selected titles aligned to the Lexile level. The Lexile level of a book is a measure of text difficulty. According to MetaMetrics, by using a Lexile range that is from 50L above a student's Lexile score to 100L below the student's score, you can better ensure a successful reading experience. The Lexile measure should always be considered in conjunction with other factors such as age of the reader, interest, and suitability of the text.

| GRADE LEVEL | LEXILE LEVEL | SAMPLE LITERATURE |
|-------------|----------------|---|
| | 1700L 1200L | First Inaugural Address by George Washington Great Expectations by Charles Dickens |
| | 1100L | Animal Farm by George Orwell |
| | 1000L | Black Beauty by Anna Sewell |
| | 900L | Exploring the Titanic by Robert Ballard |
| | 800L | Harry Potter and the Sorcerer's Stone by J.K. Rowling |
| | 700L | The Martian Chronicles by Ray Bradbury |
| | 600L | Holes by Louis Sachar |
| | 500L | Encyclopedia Brown, Boy Detective by Donald J. Sobol |
| | 400L | Frog and Toad Are Friends by Arnold Lobel |
| | 300L | The Best Way to Play by Bill Cosby |
| | 200L | Danny and the Dinosaur by Syd Hoff |



The following chart indicates the Lexile range of students by grade level for students who fall within the interquartile range (one standard deviation above and below the mean or the middle 50 percent of students) at the middle of the year. The text measures indicate the Lexile level of text and books found in a typical classroom by grade level.

Typical Reader and Text Measures by Grade

| Grade | Reader Measures (Interquartile Range, Mid-Year) | Text Measures (from the Lexile Map) |
|-----------|--|--|
| 5 | 565L to 910L | 750L to 950L |
| 6 | 665L to 1000L | 850L to 1050L |
| 7 | 735L to 1065L | 950L to 1075L |
| 8 | 805L to 110L | 1000L to 1100L |
| 9 | 855L to 1165L | 1050L to 1150L |
| 10 | 905L to 1195L | 1100L to 1200L |
| 11 and 12 | 940L to 1210L | 1100L to 1300L |

The chart below indicates the growth that is expected from a student in the 25th percentile and the 50th percentile. This is broken down into the amount of growth, as measured by Lexiles, that can be expected per week. So for an eighth-grade student reading at the 50th percentile, the expected growth over the school year is 50L, or approximately 1L per week.

Expected Lexile Growth by Percentile Rank*

| Grade Level | 25th Percentile | | 50th Percentile | |
|-------------|---------------------------------|--------------------------------------|---------------------------------|--------------------------------------|
| | Expected Growth During One Year | Estimated Growth Per Week (36 weeks) | Expected Growth During One Year | Estimated Growth Per Week (36 weeks) |
| 6 | 70L | 2L | 70L | 2L |
| 7 | 80L | 2L | 70L | 2L |
| 8 | 55L | 2L | 50L | 1L |
| 9 | 45L | 1L | 50L | 1L |

* Based on information provided by Metametrics.



HIGH-STAKES CORRELATION TO LEXILE

Lexiles are the most widely adopted reading measure in use today and are part of the reading and testing programs at the district and state levels. A number of state assessments are correlated to the Lexile and report Lexile levels. According to MetaMetrics, the following state assessments provide Lexile scores: Arizona, California, Georgia, Illinois, Mississippi, Missouri, North Carolina, New Mexico, Oklahoma, Oregon, South Carolina, Texas, and Wyoming.



Texas - www.tea.state.tx.us

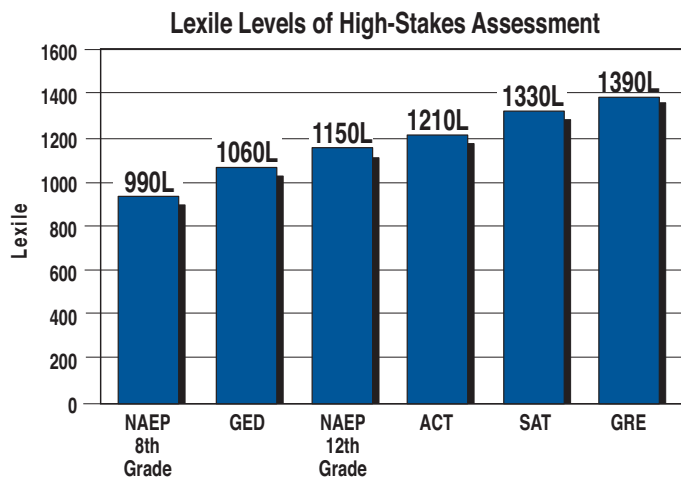
- More than 8,100 public schools serve more than 4.3 million students in pre-k – 12th grade
- Texas high-stakes assessments that correlate to the Lexile:
 - Texas Assessment of Knowledge and Skills (TAKS): Grades 3 – 11
 - Texas Assessment of Academic Skills (TAAS): Grade 9
- The Lexile Framework was used to create the Texas Primary Reading Inventory (TPRI)
 - The Lexile Analyzer was used to examine the reading level of passages



Georgia - www.doe.k12.ga.us

- More than 2,400 public schools serve more than 1.5 million students in pre-k – 12th grade
- Georgia high-stakes assessments that correlate to Lexile:
 - Criterion-Referenced Competency Test (CRCT): Grades 1 – 8
 - Georgia High School Graduation Tests (GHS GT): Grade 11
- Students that take the CRCT or the GHS GT receive a Lexile measure on their student report

The table below shows the Lexile level required for passing the identified assessment.



Data Source: Metametrics® 2006 www.lexile.com



**National Results
2006-2007**



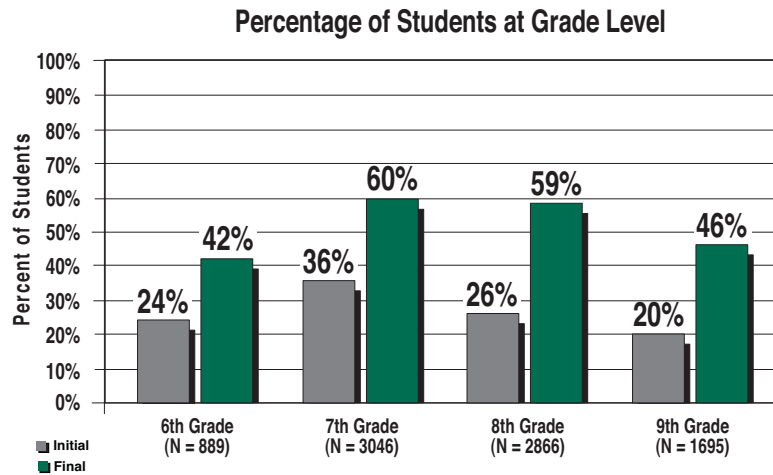
Nearly 100,000 middle and high school students across the United States were enrolled in *Passport Reading Journeys* during the 2006-2007 school year. Across the country, students made strong progress toward reading proficiency.



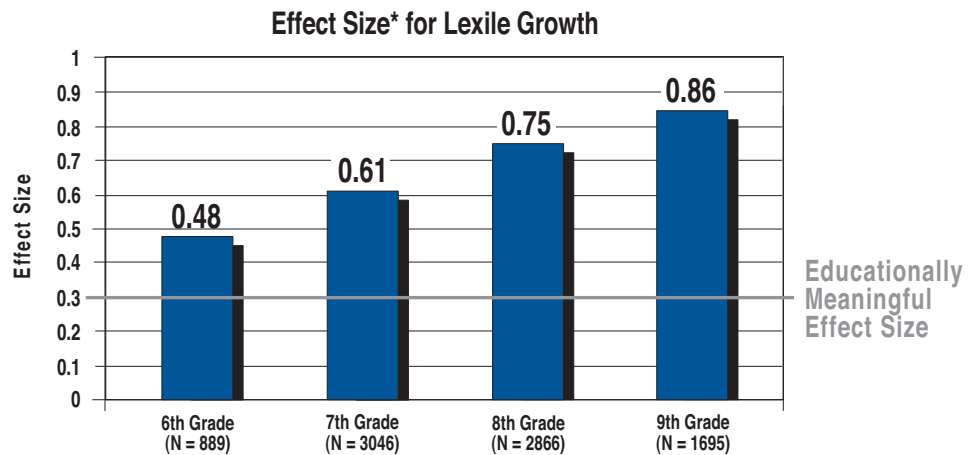
NATIONAL IMPACT OF *PASSPORT READING JOURNEYS*

National Results: Grades 6-9

After one year in *Passport Reading Journeys*, more students at each grade level finished the year reading within the grade level range. The purpose of *Passport Reading Journeys* is to increase student reading ability. Students who have Lexile scores in the interquartile range are considered on grade level and have a better opportunity to comprehend grade level material. The interquartile range is where 50 percent of all student scores fall for that grade level. The chart below shows the percentage of students who were in the grade-level interquartile range at the beginning and end of the year.



Passport Reading Journeys had a powerful impact on student performance at all grade levels. Effect sizes ranged from 0.48 to 0.86 across the grade levels, which is considered educationally significant and generally quite large. In a Meta-analysis report about interventions for adolescent struggling readers by the Center on Instruction (Scammacca, et al, 2007), overall effect sizes for multi-component programs were moderate with an average 0.59 on the standardized measure of reading comprehension.



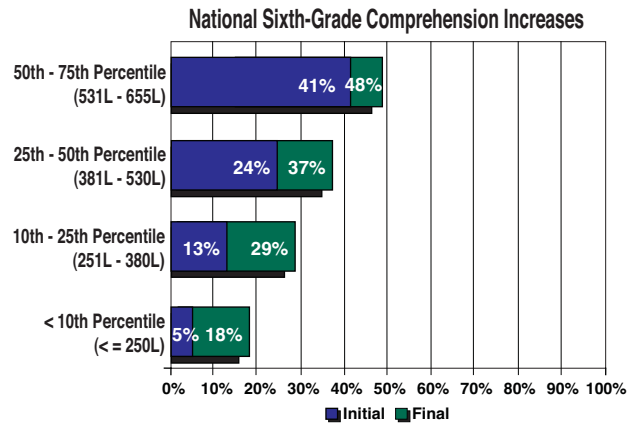
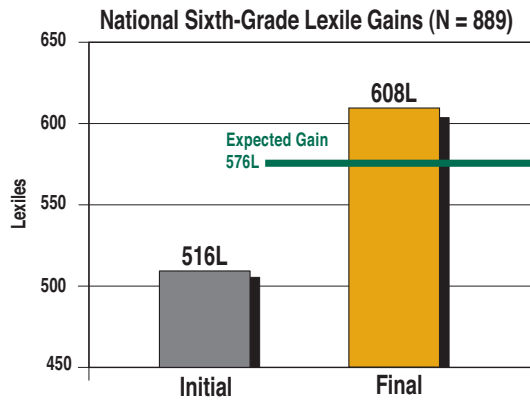
*Effect sizes were calculated using the initial and final Lexile scores. Effect sizes (for differences expressed as means) of 0.2 are considered small, 0.5 are moderate, and 0.8 are large (Cohen, 1988.) An effect size of 0.3 is considered educationally significant.

Student Performance Data Source: The Vital Indicators of Progress®



6th

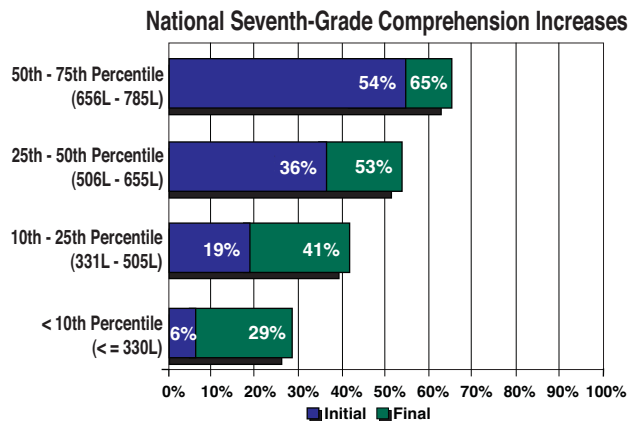
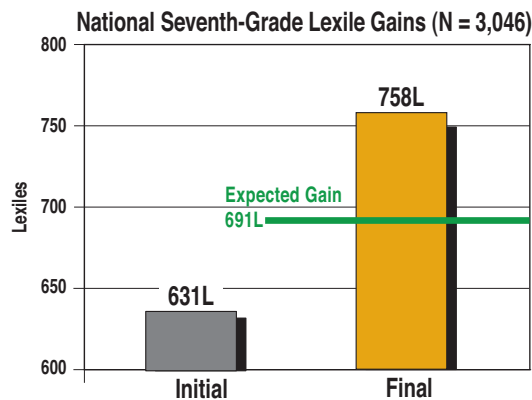
After approximately 30 weeks in *Passport Reading Journeys*, sixth-graders gained 92 Lexiles, 32 Lexiles more than the expected gain for these students. Sixth-grade students in the 10th – 25th percentile range (251L – 380L) began the year comprehending approximately 13 percent of grade level material, and finished the year comprehending approximately 29 percent after *Passport Reading Journeys*.



Student Performance Data Source: The Vital Indicators of Progress®

7th

After approximately 30 weeks in *Passport Reading Journeys*, seventh-graders gained 127 Lexiles, 67 Lexiles more than the expected gain for these students. Seventh-grade students in the 25th – 50th percentile range (506L – 655L) began the year comprehending approximately 36 percent of grade level material, and finished the year comprehending approximately 53 percent after *Passport Reading Journeys*.



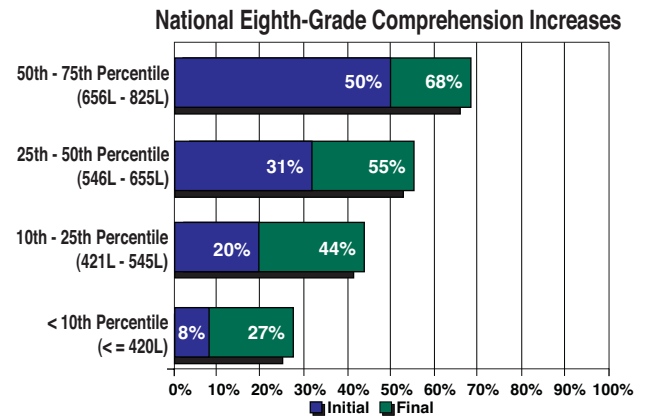
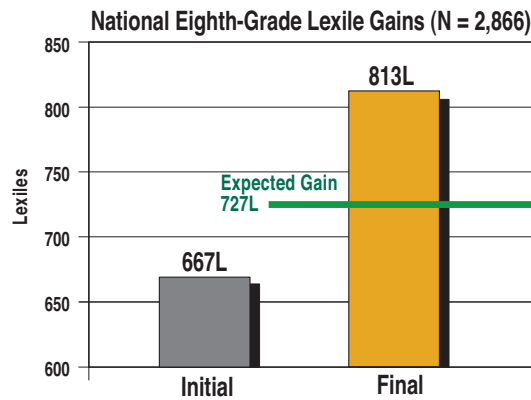
Student Performance Data Source: The Vital Indicators of Progress®



NATIONAL RESULTS: EIGHTH & NINTH GRADE

8th

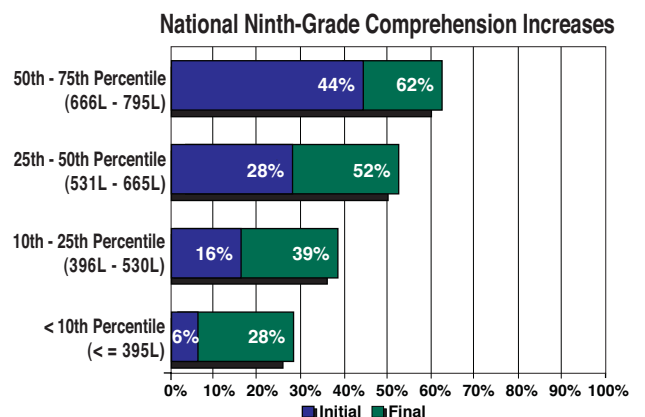
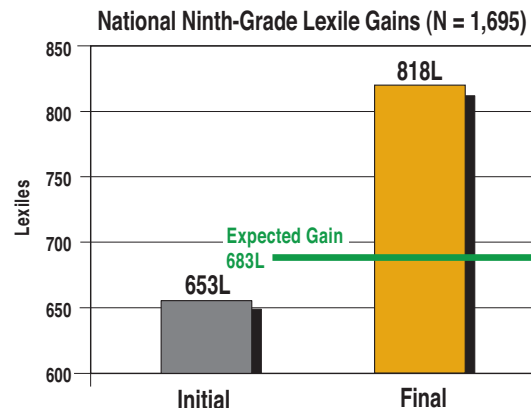
After approximately 30 weeks in *Passport Reading Journeys*, eighth-graders gained 146 Lexiles, 86 Lexiles more than the expected gain for these students. Eighth-grade students in the 10th – 25th percentile range (421L – 545L) began the year comprehending approximately 20 percent of grade level material, and substantially increased that amount, finishing the year comprehending approximately 44 percent after *Passport Reading Journeys*.



Student Performance Data Source: The Vital Indicators of Progress®

9th

After approximately 30 weeks in *Passport Reading Journeys*, ninth-graders gained 165 Lexiles, 135 Lexiles more than the expected gain for these students. Ninth-grade students in the 25th – 50th percentile range (531L – 665L) began the year with an average comprehension rate of 28 percent of grade level material, and finished the year with a 52 percent comprehension rate after *Passport Reading Journeys*.



Student Performance Data Source: The Vital Indicators of Progress®



Passport Reading Journeys was created with middle school students in mind. However, there are some circumstances when school districts have found *Passport Reading Journeys* to be appropriate for high school students as well. High school students significantly below grade level or perhaps qualifying for special education services benefit from the explicit, systematic instruction with high interest reading materials (Scammacca, et al, 2007).

- Adolescence is not too late to intervene. Interventions do benefit older students.
- Older students with reading difficulties benefit from interventions focused at both the word and the text level.
- Older students with reading difficulties benefit from improved knowledge of word meanings and concepts.
- Word-study interventions are appropriate for older students struggling at the word level.
- Teaching comprehension strategies to older students with reading difficulties is beneficial.
- Teachers can provide interventions that are associated with positive effects.

The following charts demonstrate the Lexile growth this group of tenth, eleventh, and twelfth grade students achieved using *Passport Reading Journeys* as their reading intervention.

“The greatest strength of Passport Reading Journeys is that it encapsulates key content areas into the program, from recognizing the need to engage teens in the learning process to scaffolding instruction.”

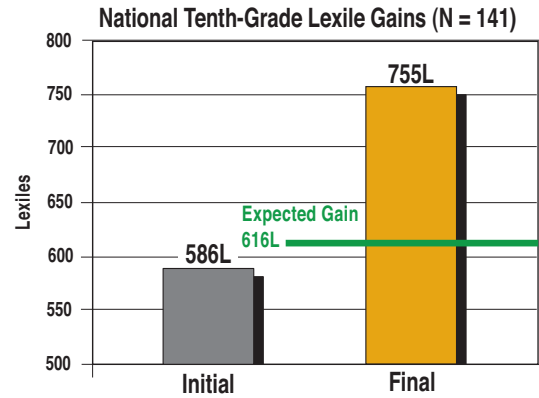
– Dr. Donald Deshler,
Director of the Center for Research and Learning,
University of Kansas



NATIONAL RESULTS: TENTH, ELEVENTH, & TWELFTH GRADE

10th

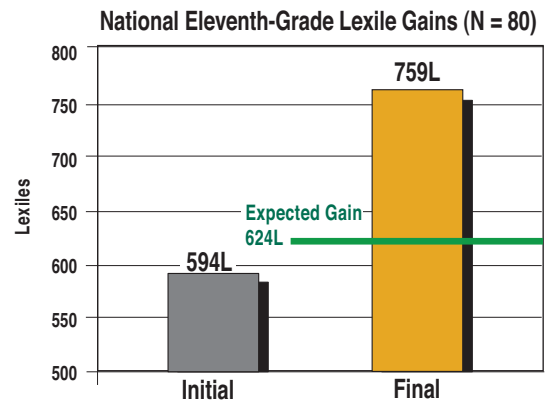
After approximately 30 weeks in the program, tenth-graders gained 169 Lexiles, 139 Lexiles more than the expected gain for these students.



Student Performance Data Source: The Vital Indicators of Progress®

11th

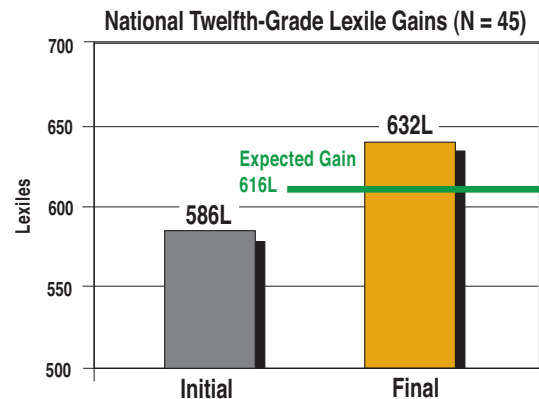
After approximately 30 weeks in *Passport Reading Journeys*, eleventh-graders gained 165 Lexiles, 135 Lexiles more than the expected gain for these students.



Student Performance Data Source: The Vital Indicators of Progress®

12th

After approximately 30 weeks in *Passport Reading Journeys*, twelfth-graders gained 46 Lexiles, 16 Lexiles more than the expected gain for these students.



Student Performance Data Source: The Vital Indicators of Progress®



**State-Level Results
2006-2007**



In each state, students in *Passport Reading Journeys* made sizeable gains in reading achievement. Students at every grade level improved their reading skills and comprehension, making them better prepared for success both in their classes and on high-stakes assessments.



IMPACT OF *PASSPORT READING JOURNEYS* IN ALABAMA

Alabama Results 2006-2007



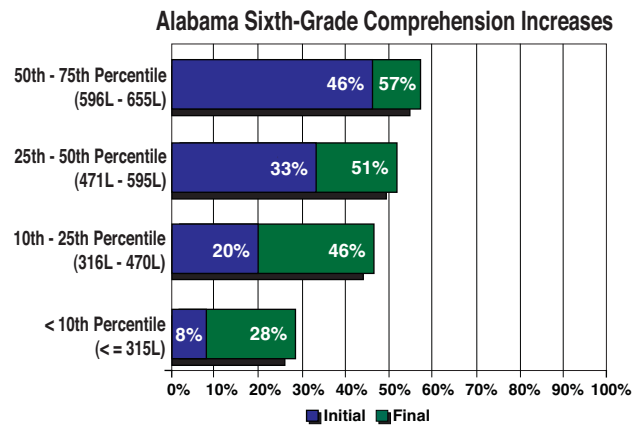
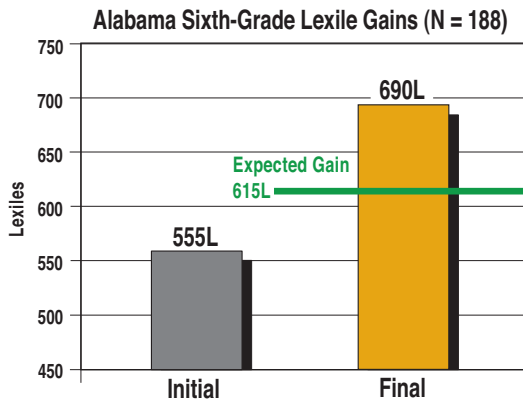
More than 1,100 middle and high school students across Alabama were enrolled in *Passport Reading Journeys* during the 2006-2007 school year. These Alabama students made strong progress toward reading proficiency.

ALABAMA RESULTS: SIXTH & SEVENTH GRADE



6th

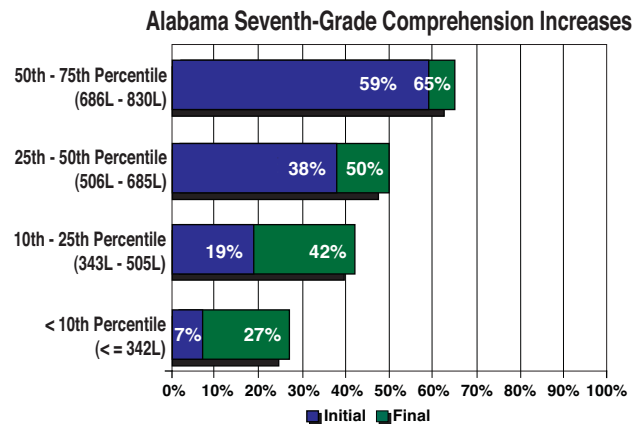
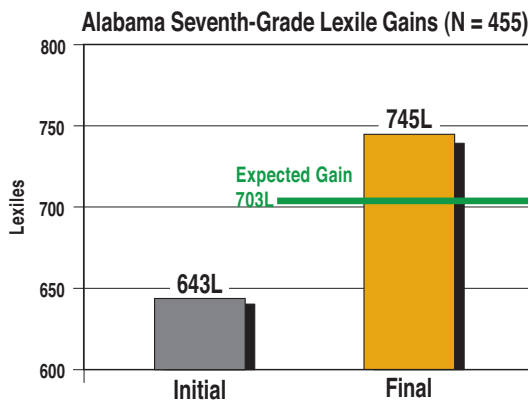
After approximately 30 weeks in *Passport Reading Journeys*, Alabama sixth-graders gained 135 Lexiles, 75 Lexiles more than the expected gain for these students. Alabama sixth-grade students in the 10th – 25th percentile range (316L – 470L) began the year comprehending approximately 20 percent of grade level material, and based on their Lexile score, more than doubled their level of comprehension to 46 percent after *Passport Reading Journeys*.



Student Performance Data Source: The Vital Indicators of Progress®

7th

After approximately 30 weeks in *Passport Reading Journeys*, Alabama seventh-graders gained 102 Lexiles, 42 Lexiles more than the expected gain for these students. Alabama seventh-grade students in the 10th – 25th percentile range (343L – 505L) began the year comprehending just 19 percent of grade level material, and more than doubled this amount finishing the year comprehending approximately 42 percent after *Passport Reading Journeys*.



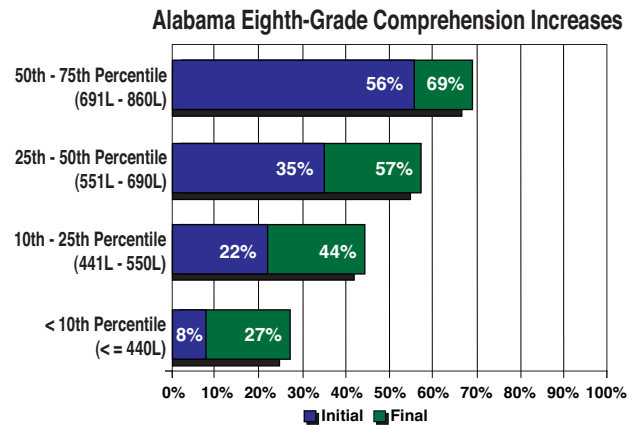
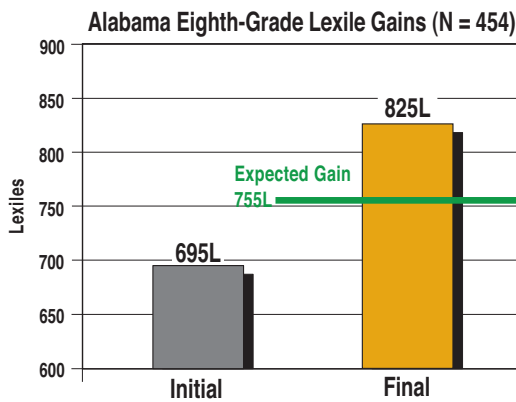
Student Performance Data Source: The Vital Indicators of Progress®



ALABAMA RESULTS: EIGHTH & NINTH GRADE

8th

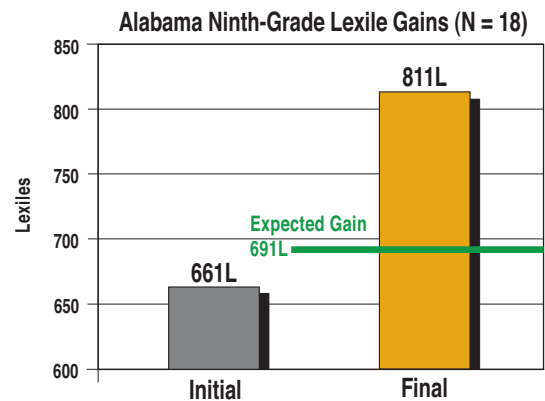
After approximately 30 weeks in *Passport Reading Journeys*, Alabama eighth-graders gained 130 Lexiles, 70 Lexiles more than the expected gain for these students. Alabama eighth-grade students in the 25th – 50th percentile range (551L – 690L) began the year comprehending just 35 percent of grade level material, and finished the year comprehending approximately 57 percent after *Passport Reading Journeys*.



Student Performance Data Source: The Vital Indicators of Progress®

9th

After approximately 30 weeks in *Passport Reading Journeys*, Alabama ninth-graders gained 150 Lexiles, 120 Lexiles more than the expected gain for these students.



“Students in Passport Reading Journeys maintained their concentration because of the high-interest stories in which technology had been incorporated. Our students increased their time on task. Lexiles improved for our students who used Journeys.”

—Alexandra Conniff, Special Education Teacher,
Admiral Moorer Middle School, Eufaula, Alabama

Student Performance Data Source: The Vital Indicators of Progress®



**Arizona Results
2006-2007**



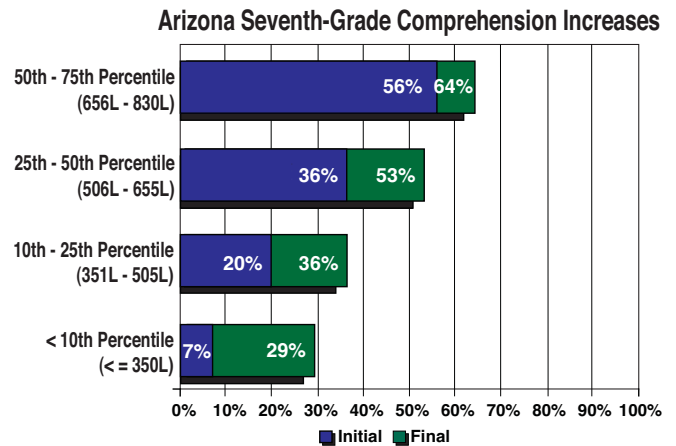
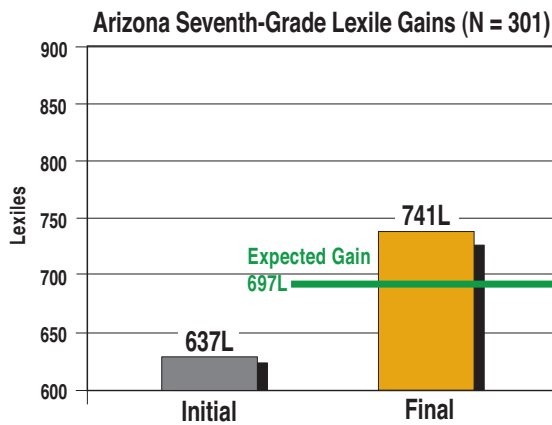
Nearly 600 middle school students across Arizona were enrolled in *Passport Reading Journeys* during the 2006-2007 school year. These Arizona students made strong progress toward reading proficiency.



ARIZONA RESULTS: SEVENTH & EIGHTH GRADE

7th

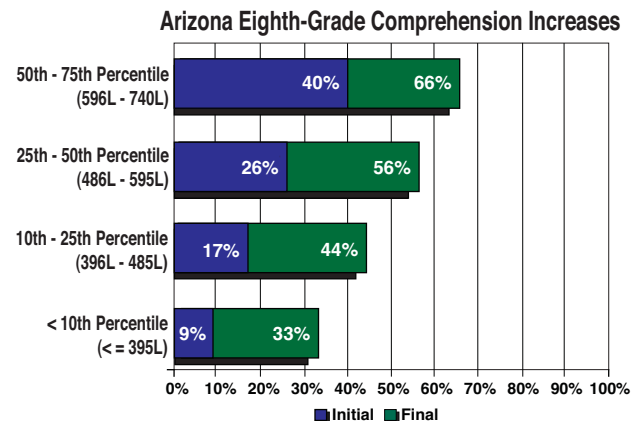
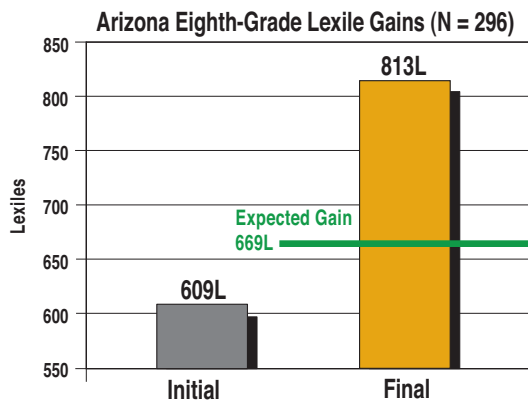
After approximately 30 weeks in *Passport Reading Journeys*, Arizona seventh-graders gained 104 Lexiles, 44 Lexiles more than the expected gain for these students. Arizona seventh-grade students in the 25th – 50th percentile range (506L – 655L) began the year comprehending just 36 percent of grade level material, and finished the year comprehending approximately 53 percent after *Passport Reading Journeys*.



Student Performance Data Source: The Vital Indicators of Progress®

8th

After approximately 30 weeks in *Passport Reading Journeys*, Arizona eighth-graders gained 204 Lexiles, 144 Lexiles more than the expected gain for these students. Arizona eighth-grade students in the 25th – 50th percentile range (486L – 595L) began the year comprehending just 26 percent of grade level material, and more than doubled this amount finishing the year comprehending approximately 56 percent after *Passport Reading Journeys*.



Student Performance Data Source: The Vital Indicators of Progress®



**Florida Results
2006-2007**



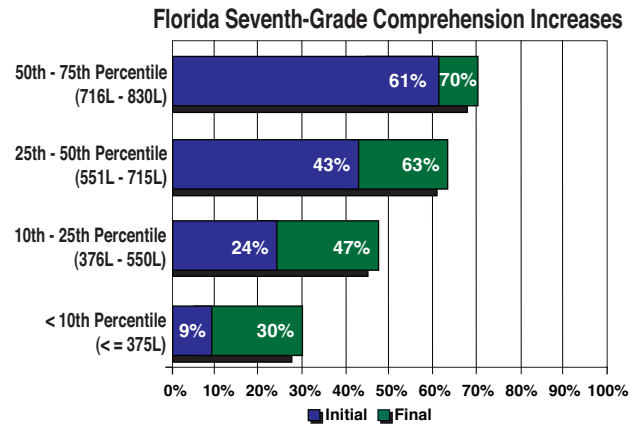
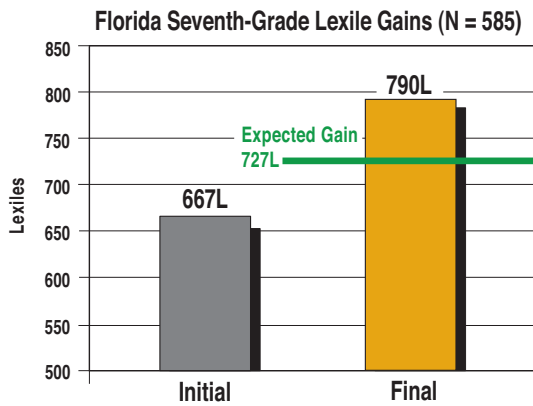
More than 1,500 middle and high school students across Florida were enrolled in *Passport Reading Journeys* during the 2006-2007 school year. These Florida students made strong progress toward reading proficiency.



FLORIDA RESULTS: SEVENTH & EIGHTH GRADE

7th

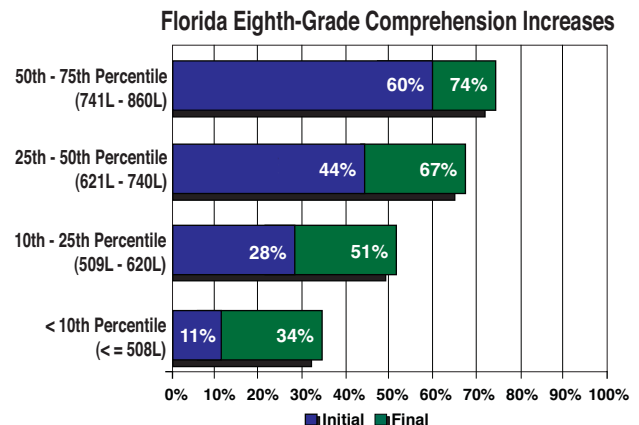
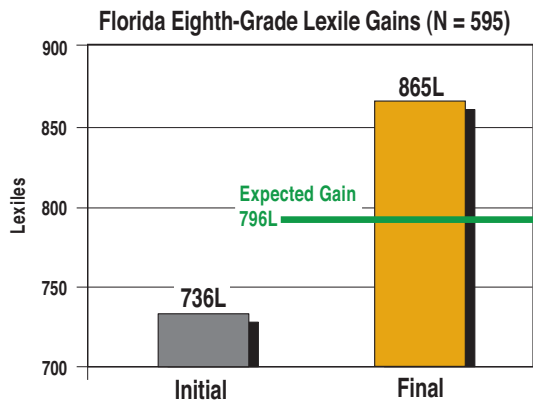
After approximately 30 weeks in *Passport Reading Journeys*, Florida seventh-graders gained 123 Lexiles, 63 Lexiles more than the expected gain for these students. Florida seventh-grade students in the 25th – 50th percentile range (551L – 715L) began the year comprehending approximately 43 percent of grade level material, and finished the year comprehending approximately 63 percent after *Passport Reading Journeys*.



Student Performance Data Source: The Vital Indicators of Progress®

8th

After approximately 30 weeks in *Passport Reading Journeys*, Florida eighth-graders gained 129 Lexiles, 69 Lexiles more than the expected gain for these students. Florida eighth-grade students in the 10th – 25th percentile range (509L – 620L) began the year comprehending approximately 28 percent of grade level material, and finished the year comprehending approximately 51 percent after *Passport Reading Journeys*.

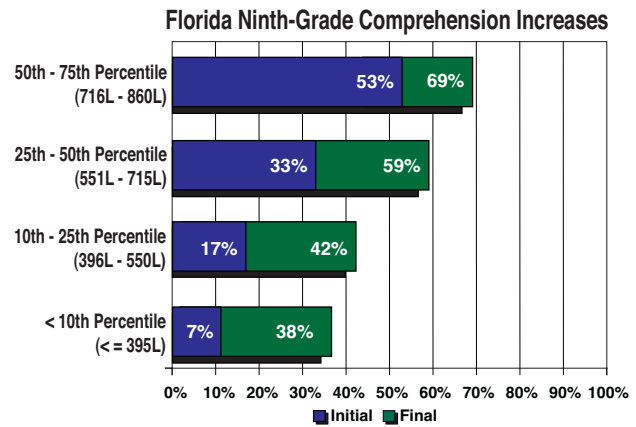
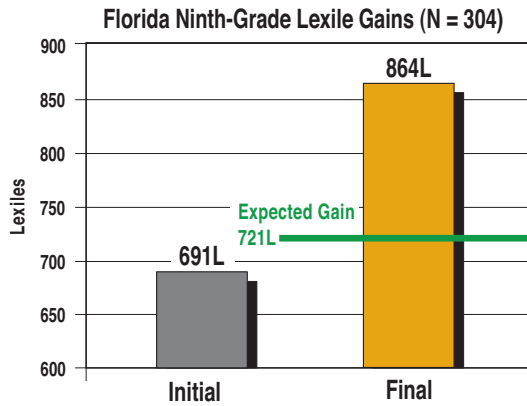


Student Performance Data Source: The Vital Indicators of Progress®



9th

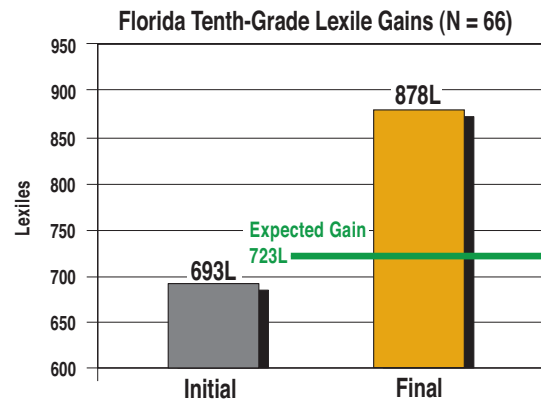
After approximately 30 weeks in *Passport Reading Journeys*, Florida ninth-graders gained 173 Lexiles, 143 Lexiles more than the expected gain for these students. Florida ninth-grade students in the 10th – 25th percentile range (396L – 550L) began the year comprehending just 17 percent of grade level material, and more than doubled this amount finishing the year comprehending approximately 42 percent after *Passport Reading Journeys*.



Student Performance Data Source: The Vital Indicators of Progress®

10th

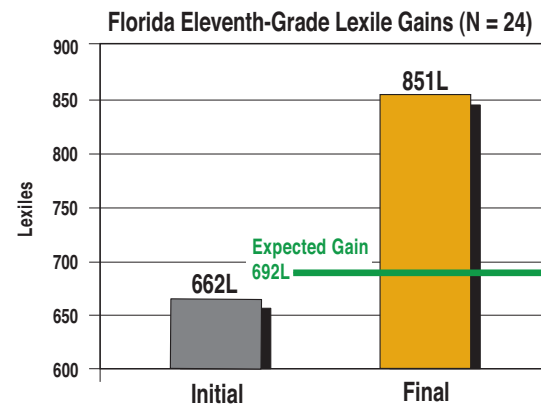
After approximately 30 weeks in *Passport Reading Journeys*, Florida tenth-graders gained 185 Lexiles, 155 Lexiles more than the expected gain for these students.



Student Performance Data Source: The Vital Indicators of Progress®

11th

After approximately 30 weeks in *Passport Reading Journeys*, Florida eleventh-graders gained 189 Lexiles, 159 Lexiles more than the expected gain for these students.



Student Performance Data Source: The Vital Indicators of Progress®



**Maryland Results
2006-2007**

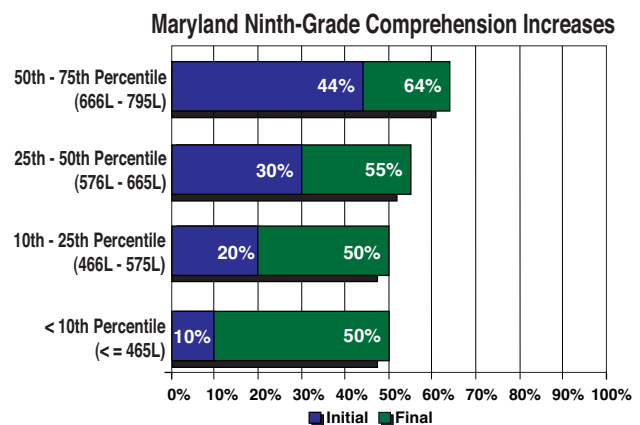
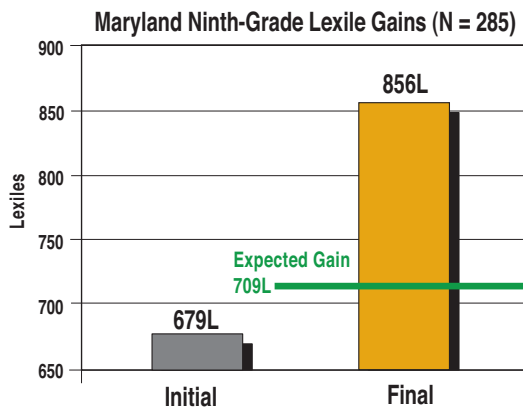


Nearly 300 middle and high school students across Maryland were enrolled in *Passport Reading Journeys* during the 2006-2007 school year. These Maryland students made strong progress toward reading proficiency.



9th

After approximately 30 weeks in *Passport Reading Journeys*, Maryland ninth-graders gained 177 Lexiles, 147 Lexiles more than the expected gain for these students. Maryland ninth-grade students in the 10th – 25th percentile range (466L – 575L) began the year comprehending just 20 percent of grade level material, and more than doubled their comprehension level, finishing the year comprehending approximately 50 percent after *Passport Reading Journeys*.



Student Performance Data Source: The Vital Indicators of Progress®

“The kids encourage their peers by saying a certain book is good [from the Passport Reading Journeys library], and then they’ll try it. The most important thing is that the students get the skills that they need. We want to make them lifelong learners.”

– Donna Thompson, Instructional Student Support Teacher,
Francis M. Wood Alternative High School, Baltimore, Maryland



IMPACT OF *PASSPORT READING JOURNEYS* IN MISSISSIPPI

Mississippi Results 2006-2007



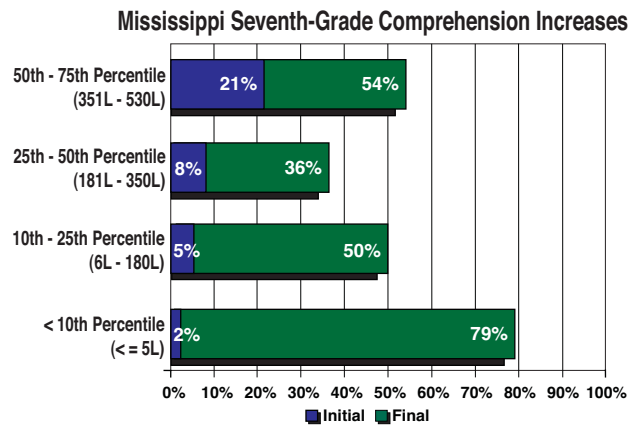
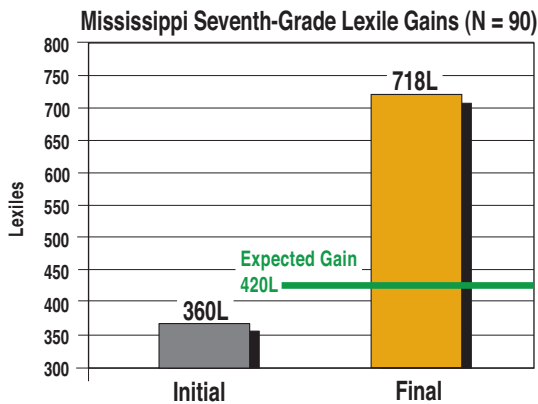
More than 150 middle school students across Mississippi were enrolled in *Passport Reading Journeys* during the 2006-2007 school year. These Mississippi students made strong progress toward reading proficiency.

MISSISSIPPI RESULTS: SEVENTH & EIGHTH GRADE



7th

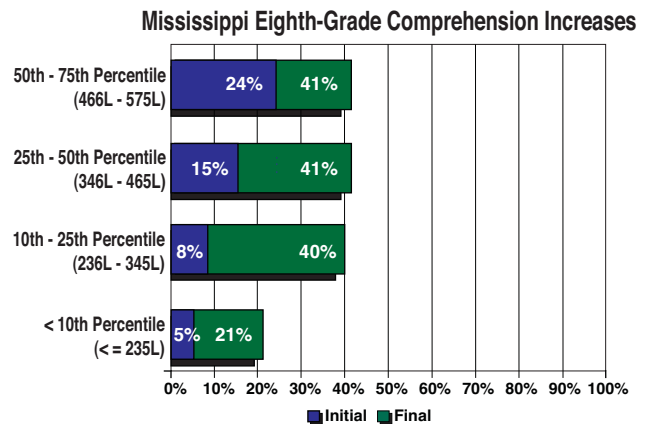
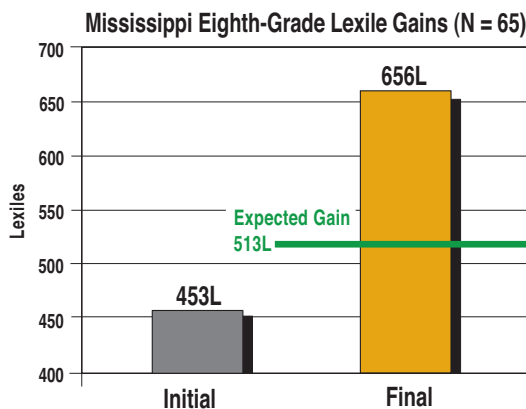
After approximately 30 weeks in *Passport Reading Journeys*, Mississippi seventh-graders gained 358 Lexiles, 298 Lexiles more than the expected gain for these students. Mississippi seventh-grade students in the 10th – 25th percentile range (6L – 180L) began the year comprehending just five percent of grade level material, and increased their comprehension ability nearly ten times, finishing the year comprehending approximately 50 percent after *Passport Reading Journeys*.



Student Performance Data Source: The Vital Indicators of Progress®

8th

After approximately 30 weeks in *Passport Reading Journeys*, Mississippi eighth-graders gained 203 Lexiles, 143 Lexiles more than the expected gain for these students. Mississippi eighth-grade students in the 10th – 25th percentile range (236L – 345L) began the year comprehending just eight percent of grade level material, and increased their comprehension ability five times, finishing the year comprehending approximately 40 percent after *Passport Reading Journeys*.



Student Performance Data Source: The Vital Indicators of Progress®



IMPACT OF *PASSPORT READING JOURNEYS* IN MISSOURI

Missouri Results 2006-2007



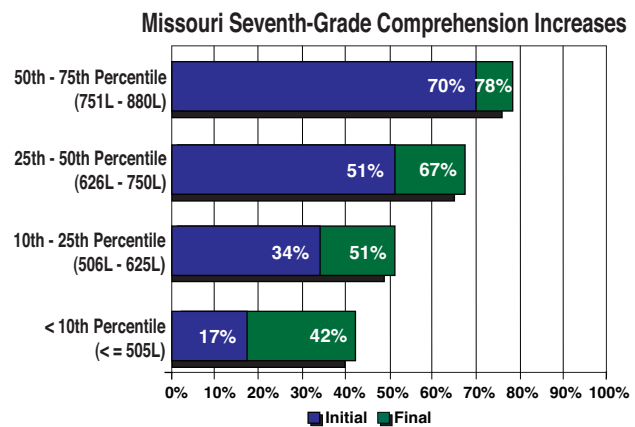
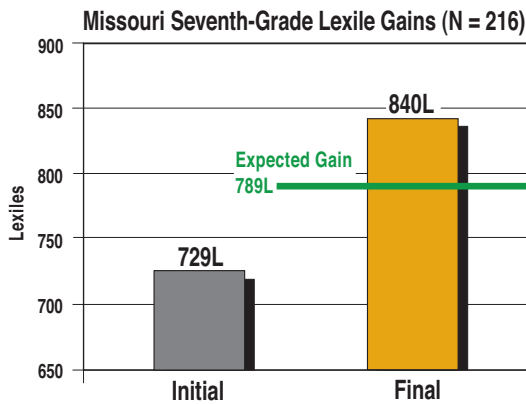
More than 500 middle school students across Missouri were enrolled in *Passport Reading Journeys* during the 2006-2007 school year. These Missouri students made strong progress toward reading proficiency.

MISSOURI RESULTS: SEVENTH & EIGHTH GRADE



7th

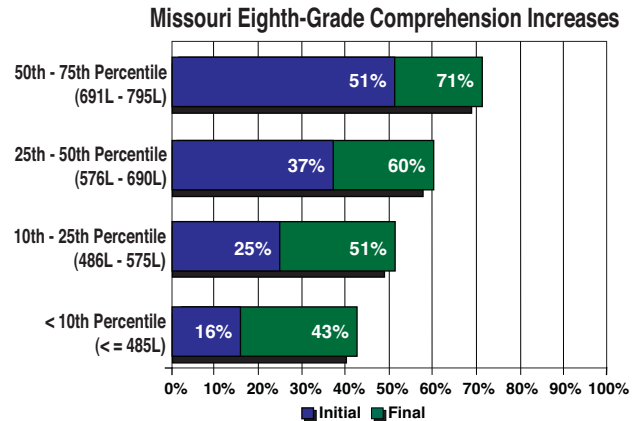
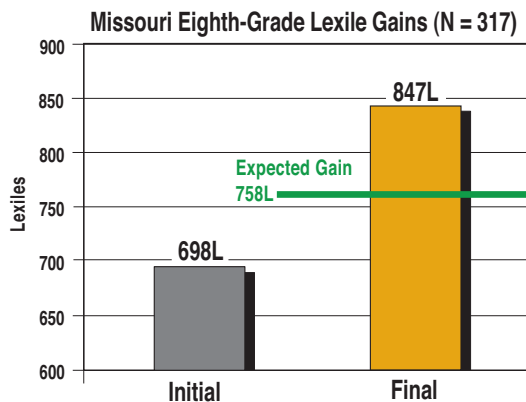
After approximately 30 weeks in *Passport Reading Journeys*, Missouri seventh-graders gained 111 Lexiles, 51 Lexiles more than the expected gain for these students. Missouri seventh-grade students in the 10th – 25th percentile range (506L – 625L) began the year comprehending just 34 percent of grade level material, and finished the year comprehending approximately 51 percent after *Passport Reading Journeys*.



Student Performance Data Source: The Vital Indicators of Progress®

8th

After approximately 30 weeks in *Passport Reading Journeys*, Missouri eighth-graders gained 149 Lexiles, 89 Lexiles more than the expected gain for these students. Missouri eighth-grade students in the 10th – 25th percentile range (486L – 575L) began the year comprehending just 25 percent of grade level material, and more than doubled this amount finishing the year comprehending approximately 51 percent after *Passport Reading Journeys*.



Student Performance Data Source: The Vital Indicators of Progress®



IMPACT OF *PASSPORT READING JOURNEYS* IN TEXAS

Texas Results 2006-2007

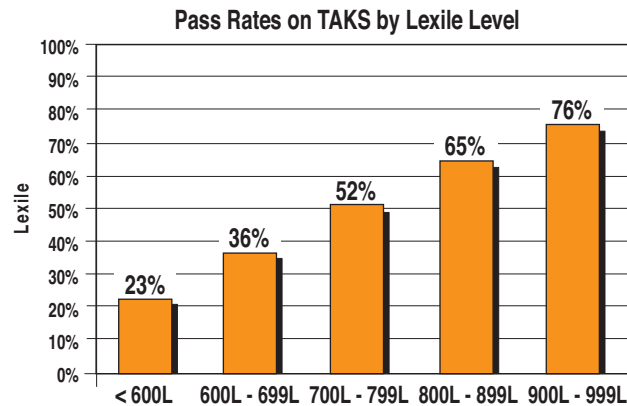


Nearly 1,700 middle and high school students across Texas were enrolled in *Passport Reading Journeys* during the 2006-2007 school year. These Texas students made strong progress toward reading proficiency.



According to the Texas Education Agency (TEA), for a seventh-grade student, a Lexile score of 1000L would be nearly equivalent to a 2200 raw score on the reading section of the 2007 Texas Assessment of Knowledge and Skills (TAKS).

Based on a group of seventh-grade students in a district in Southwest Texas, a student with a Lexile score of 900 or better is three times more likely to pass the TAKS than a student reading below 600 Lexiles, and almost twice as likely to pass the TAKS as a student with a Lexile score in the 600's.



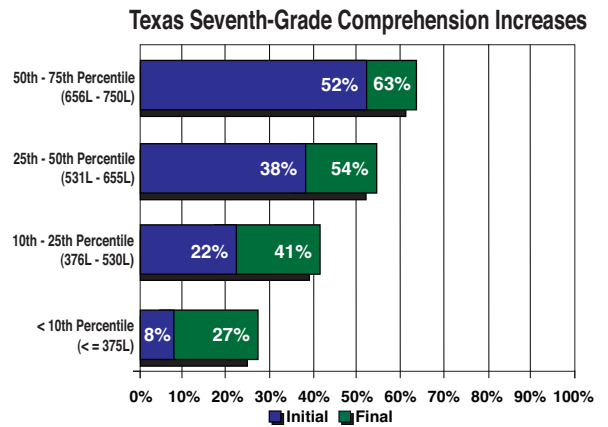
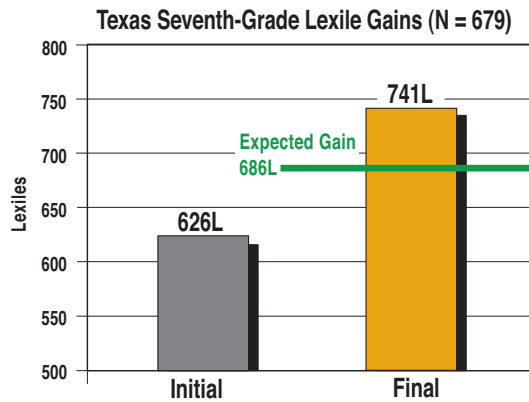
As reported by the TEA web site, students now receive a Lexile level based on performance on the TAKS. The following table reports the Lexile level for students who meet and receive commended performance on the assessment.

TAKS Correlation to Reading Lexile Measures

| 2007 | Raw Score | Scale Score | Lexile Measure |
|---------------------|-----------|-------------|----------------|
| Grade 7 (Standard) | 32 | 2100 | 860L |
| Grade 7 (Commended) | 44 | 2400 | 1210L |
| Grade 8 (Standard) | 33 | 2100 | 855L |
| Grade 8 (Commended) | 44 | 2400 | ≥ 1205L |
| Grade 9 (Standard) | 28 | 2100 | 1000L |
| Grade 9 (Commended) | 36 | 2400 | ≥ 1440L |

7th

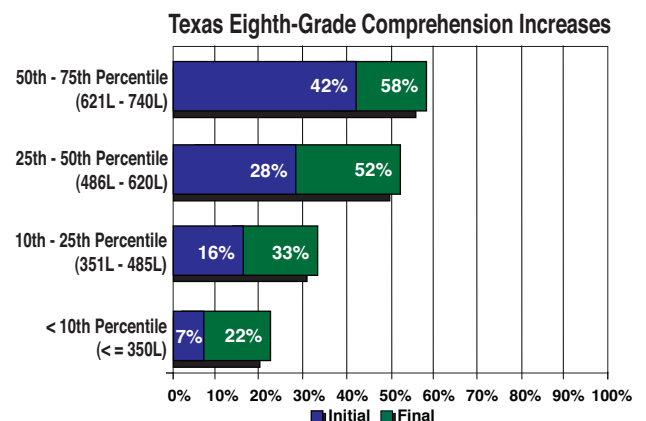
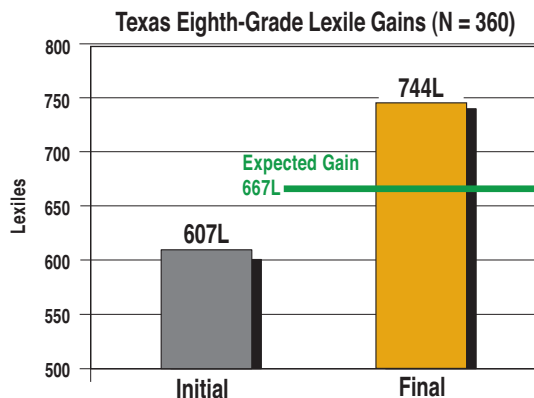
After approximately 30 weeks in *Passport Reading Journeys*, Texas seventh-graders gained 115 Lexiles, 55 Lexiles more than the expected gain for these students. Texas seventh-grade students in the 25th – 50th percentile range (531L – 655L) began the year comprehending just 38 percent of grade level material, and finished the year comprehending approximately 54 percent after *Passport Reading Journeys*.



Student Performance Data Source: The Vital Indicators of Progress®

8th

After approximately 30 weeks in *Passport Reading Journeys*, Texas eighth-graders gained 137 Lexiles, 77 Lexiles more than the expected gain for these students. Texas eighth-grade students in the 25th – 50th percentile range (486L – 620L) began the year comprehending just 28 percent of grade level material, and more than doubled this amount finishing the year comprehending approximately 52 percent after *Passport Reading Journeys*.

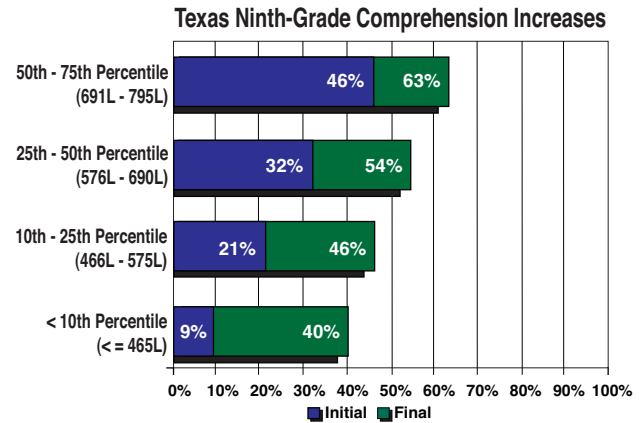
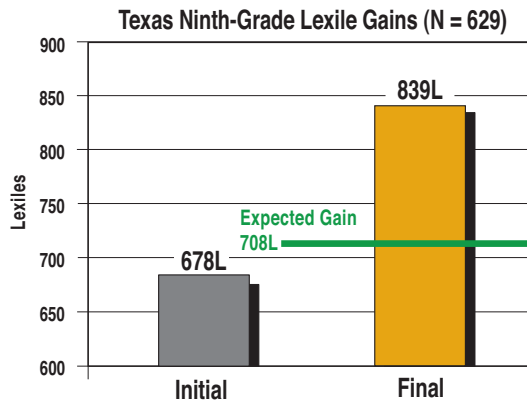


Student Performance Data Source: The Vital Indicators of Progress®



9th

After approximately 30 weeks in *Passport Reading Journeys*, Texas ninth-graders gained 161 Lexiles, 131 Lexiles more than the expected gain for these students. Texas ninth-grade students in the 10th – 25th percentile range (466L – 575L) began the year comprehending just 21 percent of grade level material, and more than doubled this amount finishing the year comprehending approximately 46 percent after *Passport Reading Journeys*.



Student Performance Data Source: The Vital Indicators of Progress®

“Passport Reading Journeys gives teachers the opportunity to facilitate instruction with adolescents who struggle with learning to read, and really gives them all the best scientifically-based research, organized in a friendly manner that allows for group work, paired work, and independent practice. A program of this type can really pave the way for a child.”

– Dr. Sharon Vaughn, H.E. Hartfelder/Southland Regents Chair of Human Development,
University of Texas at Austin



IMPACT OF *PASSPORT READING JOURNEYS* IN VIRGINIA

Virginia Results 2006-2007

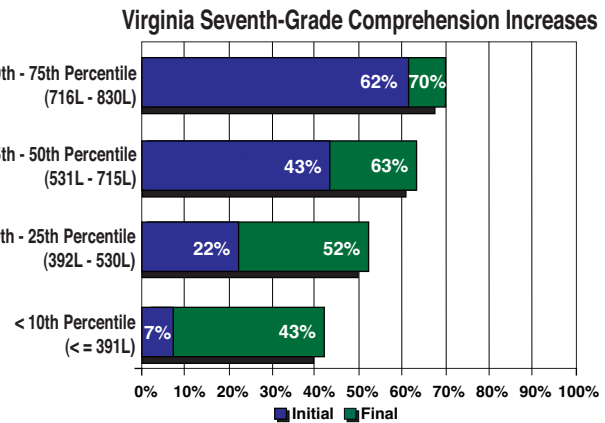
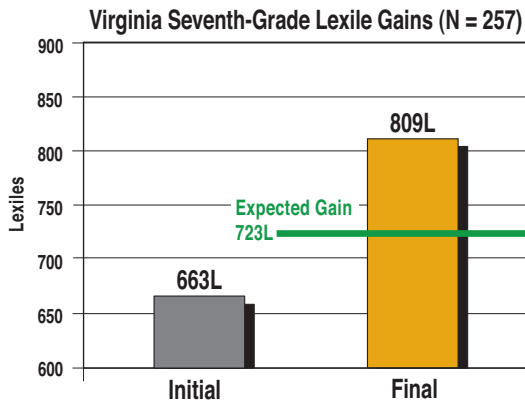


More than 500 middle school students across Virginia were enrolled in *Passport Reading Journeys* during the 2006-2007 school year. These Virginia students made strong progress toward reading proficiency.



7th

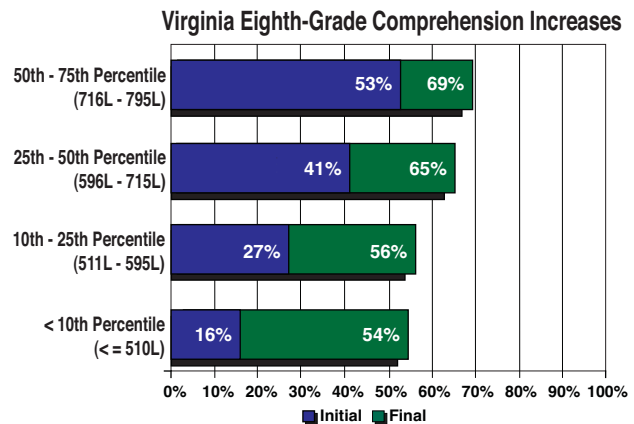
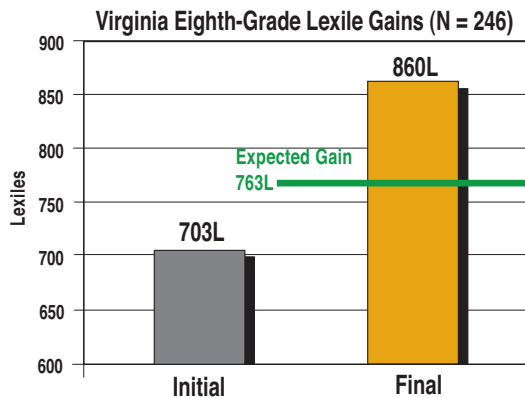
After approximately 30 weeks in *Passport Reading Journeys*, Virginia seventh-graders gained 146 Lexiles, 86 Lexiles more than the expected gain for these students. Virginia seventh-grade students in the 10th – 25th percentile range (392L – 530L) began the year comprehending just 22 percent of grade level material, and more than doubled this amount finishing the year comprehending approximately 52 percent after *Passport Reading Journeys*.



Student Performance Data Source: The Vital Indicators of Progress®

8th

After approximately 30 weeks in *Passport Reading Journeys*, Virginia eighth-graders gained 157 Lexiles, 97 Lexiles more than the expected gain for these students. Virginia eighth-grade students in the 10th – 25th percentile range (511L – 595L) began the year comprehending just 27 percent of grade level material, and more than doubled this amount finishing the year comprehending approximately 56 percent after *Passport Reading Journeys*.



Student Performance Data Source: The Vital Indicators of Progress®



The Center on Instruction is a partnership of six organizations that supports the regional Comprehensive Centers as they serve state education leaders in the work of helping schools and districts meet the goals of No Child Left Behind, close the achievement gap, and improve teaching and learning for all students. To that end, they offer information on NCLB and best practices in reading, math, science, Special Education, and ELL instruction; syntheses of recent scientific research on instruction; and opportunities for professional development. They say that “gains in reading comprehension are critical if struggling adolescent readers are to succeed in content-area classes, demonstrate proficiency on high-stakes reading tests or read for pleasure” (Center on Instruction, 2007, p8).



**District & School Level Results
2006-2007**



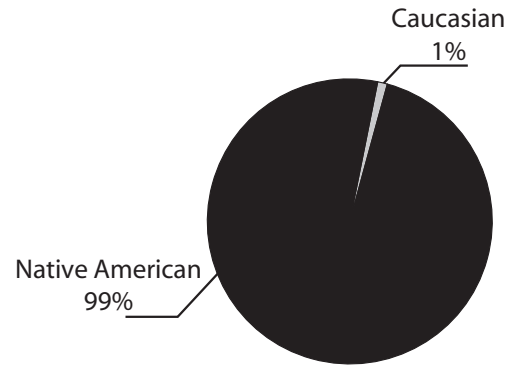
Districts and schools across the country implemented *Passport Reading Journeys* during the 2006-2007 school year in an effort to increase student achievement. The following section features a number of these districts and schools who have partnered with Voyager to increase student proficiency at the middle and high school level.



KAYENTA, ARIZONA

In Fall 2006, Kayenta Middle School was in need of a strong, research-based reading intervention program that would work with all students. As part of the Bureau of Indian Affairs, Kayenta Middle School students are predominantly Native American. Many of these students were reading below grade level, so the school began implementing *Passport Reading Journeys* with all middle school students. After one year in the program, they saw tremendous results in reading proficiency.

84 percent of Kayenta students are eligible for free or reduced lunch



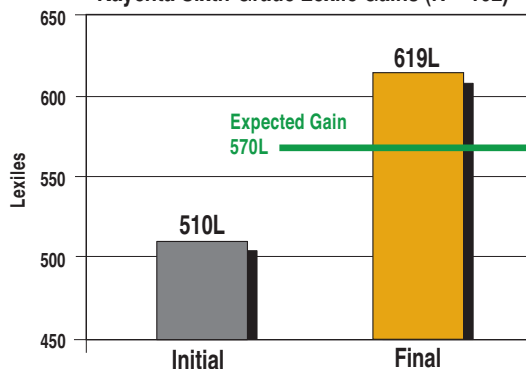
“This is the first time since we began administering the Arizona High Stakes Test (AIMS) in 2000 that we have had results where 50 percent or more of our students passed the reading portion of the assessment. This is 110 percent because of Passport Reading Journeys.”

-Marti Gilmore, Principal,
Kayenta Middle School

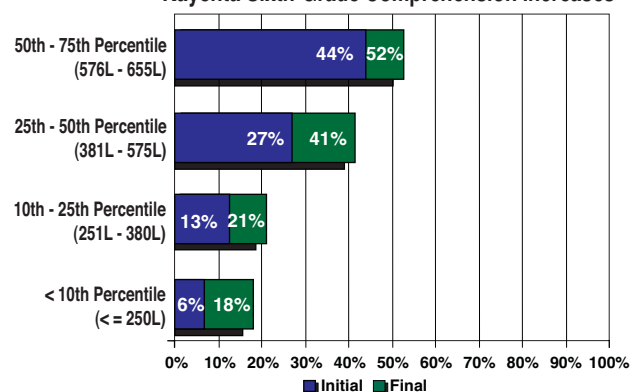
6th

After approximately 30 weeks in *Passport Reading Journeys*, Kayenta sixth-graders gained 109 Lexiles, 49 Lexiles more than the expected gain for these students. Students in the 25th – 50th percentile range (381L – 575L) began the year comprehending just 27 percent of grade level material, and finished the year comprehending approximately 41 percent.

Kayenta Sixth-Grade Lexile Gains (N = 162)



Kayenta Sixth-Grade Comprehension Increases

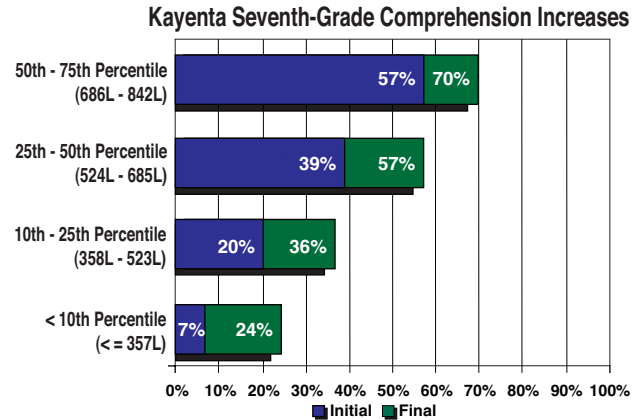
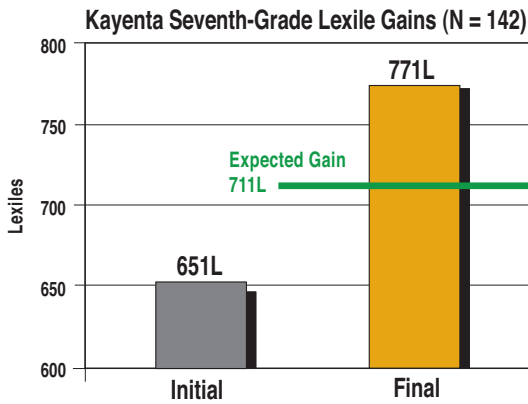


Student Demographic Data Source: www.greatschools.net
Student Performance Data Source: Lexile Framework for Reading



7th

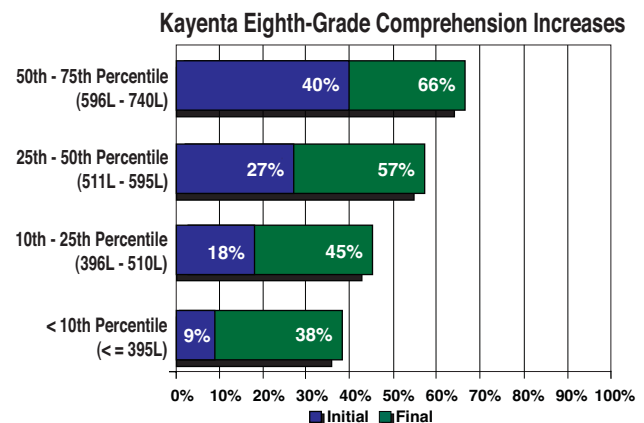
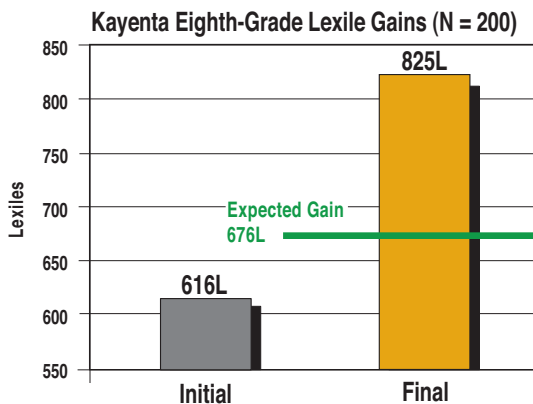
After approximately 30 weeks in *Passport Reading Journeys*, Kayenta seventh-graders gained 120 Lexiles, 60 Lexiles more than the expected gain for these students. Students in the 25th – 50th percentile range (524L – 685L) began the year comprehending 39 percent of grade level material, and finished the year comprehending approximately 57 percent.



Student Performance Data Source: The Vital Indicators of Progress®

8th

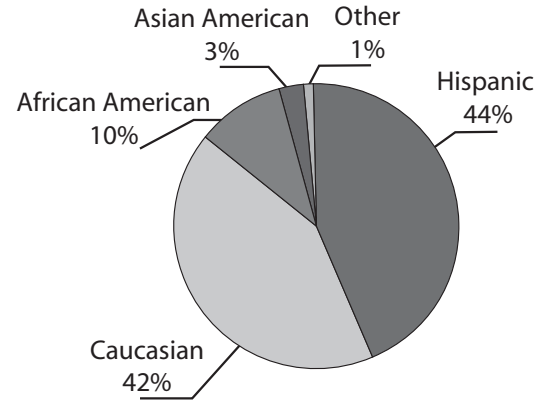
After approximately 30 weeks in *Passport Reading Journeys*, Kayenta eighth-graders gained 209 Lexiles, 149 Lexiles more than the expected gain for these students. Students in the 10th – 25th percentile range (396L – 510L) began the year comprehending just 18 percent of grade level material, and more than doubled this amount finishing the year comprehending approximately 45 percent.



Student Performance Data Source: The Vital Indicators of Progress®

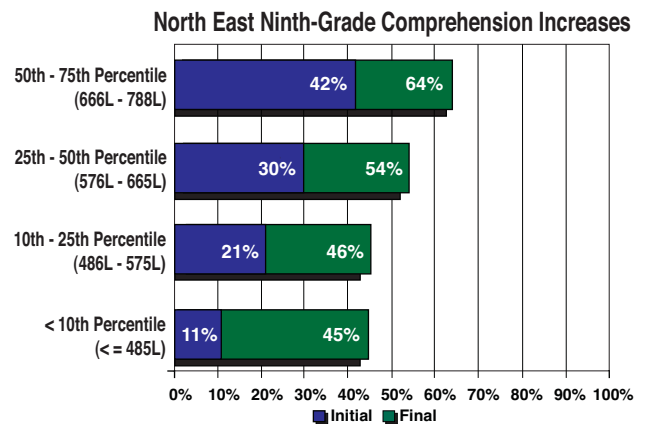
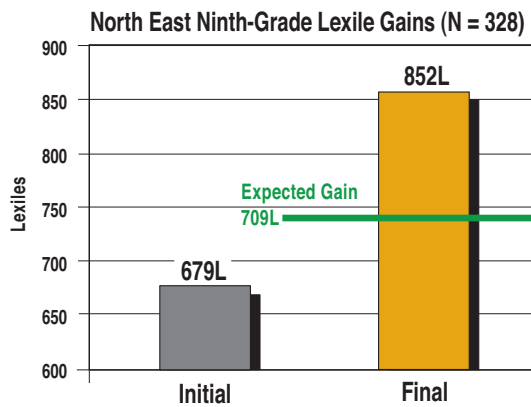
In Fall 2005, North East Independent School District began implementing Passport Reading Journeys with their struggling secondary students. Since that time, student reading proficiency has increased, as well as performance in other subjects areas and on high-stakes tests. The 2007-2008 school year is the third year the district is implementing *Passport Reading Journeys*, and student achievement continues to rise.

38 percent of North East students are eligible for free or reduced lunch



9th

After approximately 30 weeks in *Passport Reading Journeys*, North East ninth-graders gained 173 Lexiles, 143 Lexiles more than the expected gain for these students. Students in the 10th – 25th percentile range (486L – 575L) began the year comprehending just 21 percent of grade level material, and more than doubled this, finishing the year comprehending approximately 46 percent.



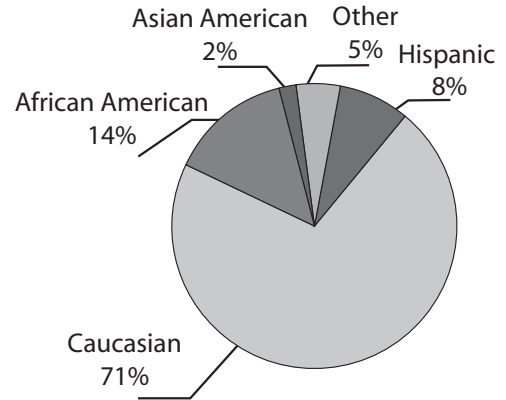
Student Demographic Data Source: www.greatschools.net
 Student Performance Data Source: Lexile Framework for Reading



Brevard County School District was looking for a secondary reading intervention program with sound instruction where the teachers would truly be providing intervention to the students in a supported way. It also was essential the program be highly engaging and motivating to the students. So, in Fall 2006, the district began implementing *Passport Reading Journeys* in five schools, predominantly with ninth-grade students who were not reading at grade level, as well as a small tenth-grade implementation.

Students' Lexile scores and comprehension rates increased dramatically over the course of the year. The following year, the implementation expanded to include ten schools with ninth-grade implementations and three schools with eighth-grade implementations. Student achievement is expected to rise.

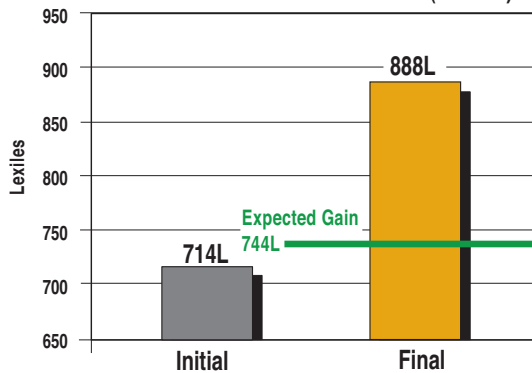
30 percent of Brevard students are eligible for free or reduced lunch



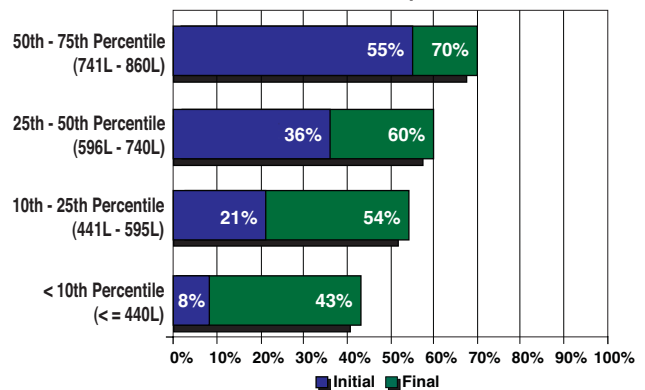
9th

After approximately 30 weeks in *Passport Reading Journeys*, Brevard ninth-graders gained 174 Lexiles, 144 Lexiles more than the expected gain for these students. Students in the 10th – 25th percentile range (441L – 595L) began the year comprehending just 21 percent of grade level material, and more than doubled this amount finishing the year comprehending approximately 54 percent.

Brevard Ninth-Grade Lexile Gains (N = 261)



Brevard Ninth-Grade Comprehension Increases

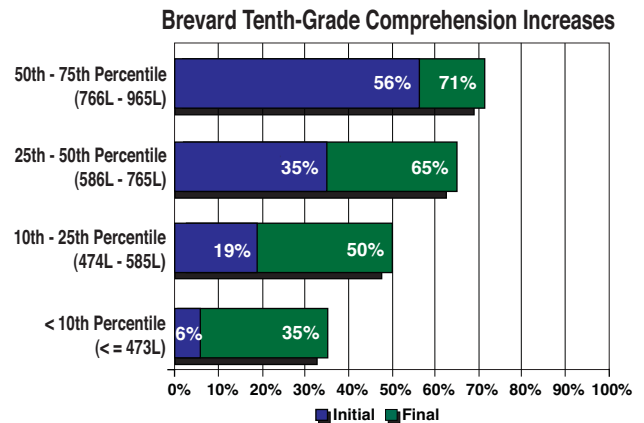
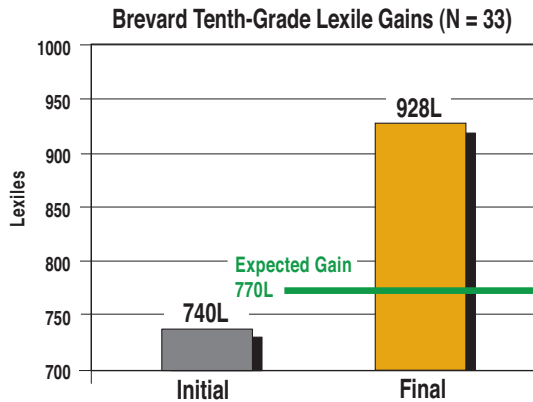


Student Demographic Data Source: www.greatschools.net
 Student Performance Data Source: The Vital Indicators of Progress®



10th

After approximately 30 weeks in *Passport Reading Journeys*, Brevard tenth-graders gained 188 Lexiles, 158 Lexiles more than the expected gain for these students. Students in the 25th – 50th percentile range (586L – 765L) began the year comprehending 35 percent of grade level material, and finished the year comprehending approximately 65 percent.



Student Performance Data Source: The Vital Indicators of Progress®

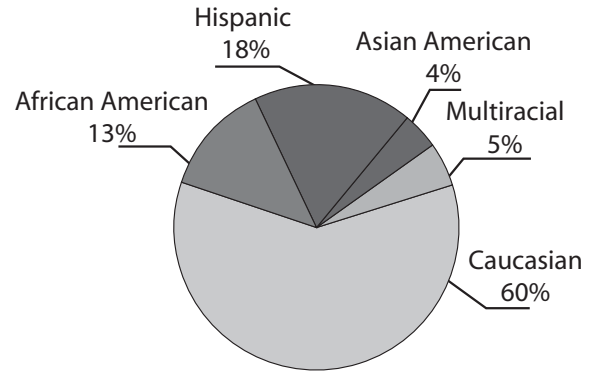
“We have to be willing to acknowledge that engagement and motivation play an important role in learning, and be mindful of the fact that these students need to perceive themselves as doing complex, sophisticated work, and work that really challenges them.”

– Dr. Sharon Vaughn, H.E. Hartfelder/Southland Regents Chair of Human Development, University of Texas at Austin



Administrators in Seminole County School District were looking for an intervention program that would increase reading achievement for their non-English speaking students, as well as motivate and excite them to want to learn more. So in Fall 2005, the district began implementing *Passport Reading Journeys* with middle and high school ESOL (English for Speakers of Other Languages) students. Student achievement increased dramatically across all grade levels and the district continues to implement and expand the program.

31 percent of Seminole County students are eligible for free or reduced lunch

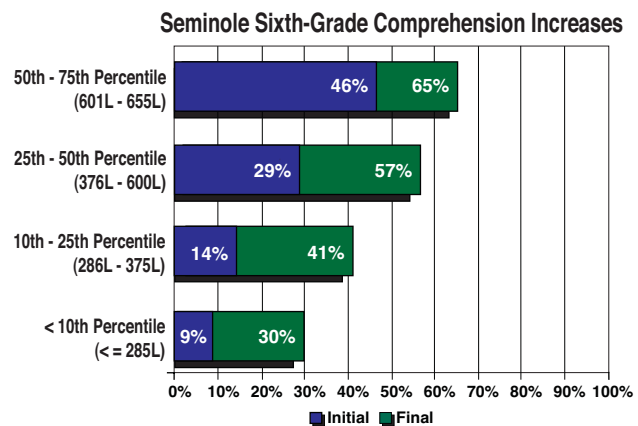
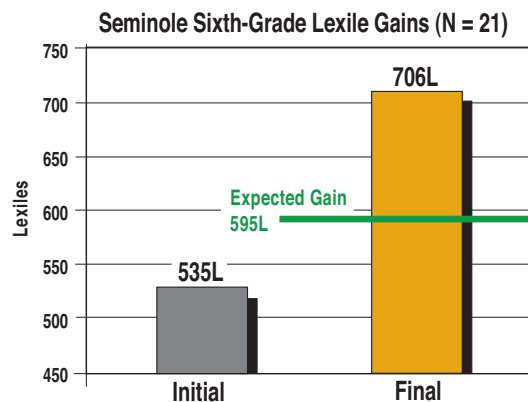


“At the secondary level, it gets harder for students to learn and make reading gains. But Passport Reading Journeys has all the reading components necessary to teach these students. The lessons are interesting and motivating for both the teachers and the students, and the technology integration is fantastic.”

—Minnie Cardona,
ESOL Department Coordinator,
Seminole County Public Schools

6th

After approximately 30 weeks in *Passport Reading Journeys*, Seminole sixth-graders gained 171 Lexiles, 111 Lexiles more than the expected gain for these students. Students in the 25th – 50th percentile range (376L – 600L) began the year comprehending just 29 percent of grade level material, and nearly doubled this, to finish the year comprehending approximately 57 percent.



Student Demographic Data Source: www.greatschools.net
Student Performance Data Source: The Vital Indicators of Progress®

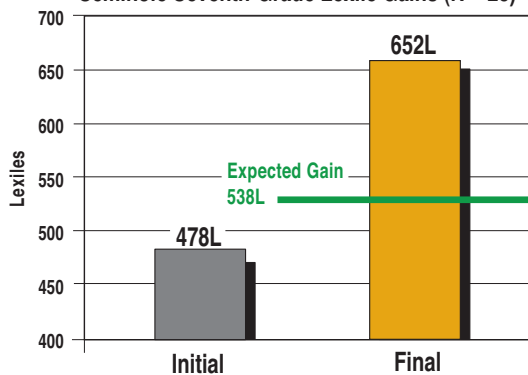


SEMINOLE, FLORIDA

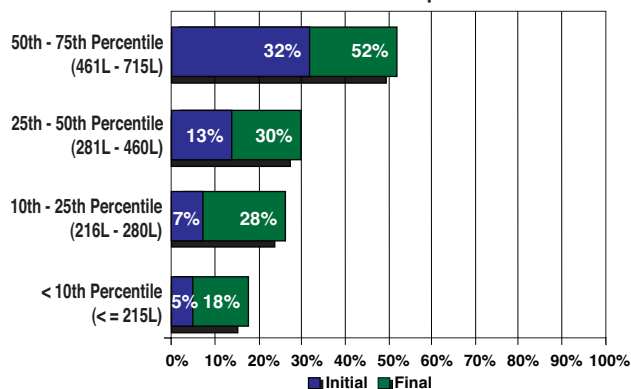
7th

After approximately 30 weeks in *Passport Reading Journeys*, Seminole seventh-graders gained 174 Lexiles, 114 Lexiles more than the expected gain for these students. Students in the 10th – 25th percentile range (216L – 280L) began the year comprehending just seven percent of grade level material, but quadrupled their comprehension level to finish the year comprehending approximately 28 percent.

Seminole Seventh-Grade Lexile Gains (N = 23)



Seminole Seventh-Grade Comprehension Increases

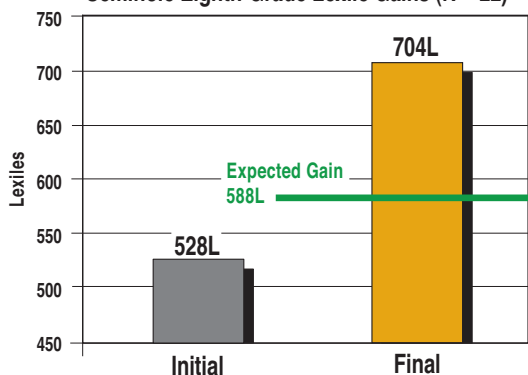


Student Performance Data Source: The Vital Indicators of Progress®

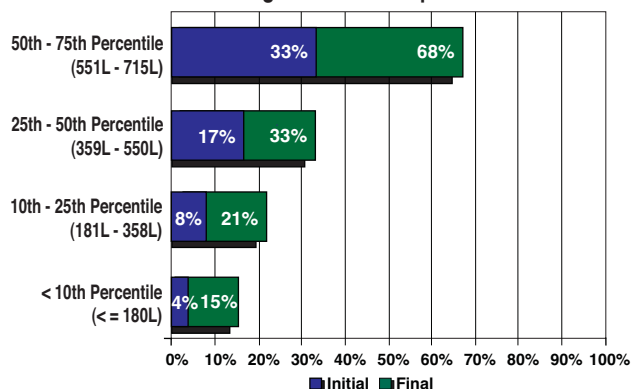
8th

After approximately 30 weeks in *Passport Reading Journeys*, Seminole eighth-graders gained 176 Lexiles, 116 Lexiles more than the expected gain for these students. Students in the 50th – 75th percentile range (551L – 715L) began the year comprehending just 33 percent of grade level material, and more than doubled this amount to finish the year comprehending approximately 68 percent.

Seminole Eighth-Grade Lexile Gains (N = 22)



Seminole Eighth-Grade Comprehension Increases

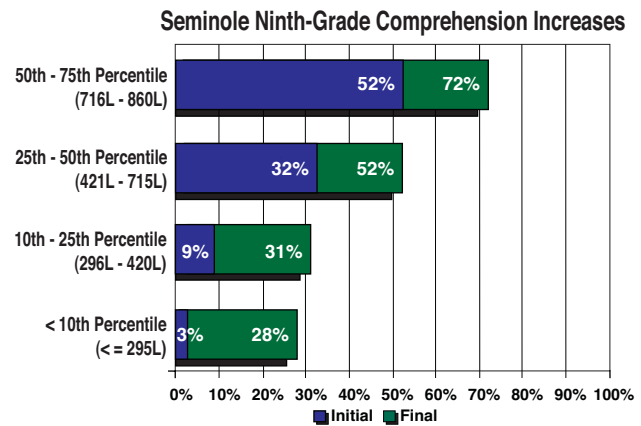
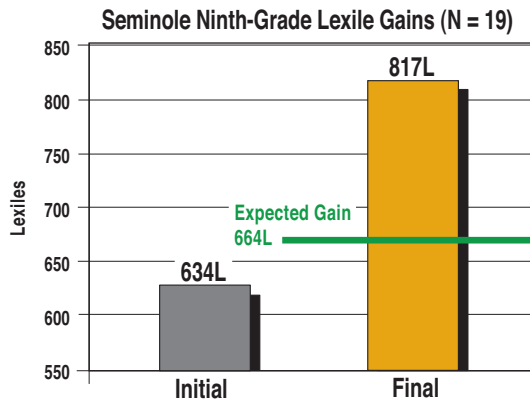


Student Performance Data Source: The Vital Indicators of Progress®



9th

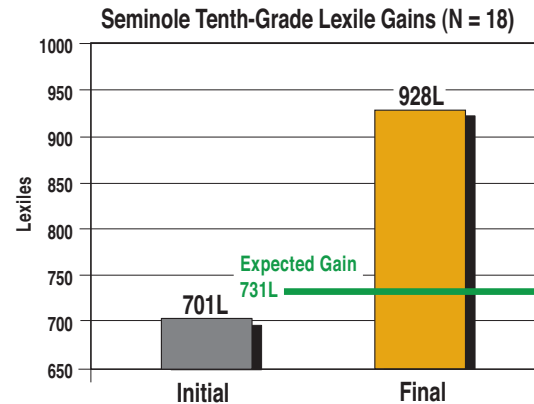
After approximately 30 weeks in *Passport Reading Journeys*, Seminole ninth-graders gained 183 Lexiles, 153 Lexiles more than the expected gain for these students. Students in the 25th – 50th percentile range (421L – 715L) began the year comprehending just 32 percent of grade level material, and gained key reading skills to finish the year comprehending approximately 52 percent.



Student Performance Data Source: The Vital Indicators of Progress®

10th

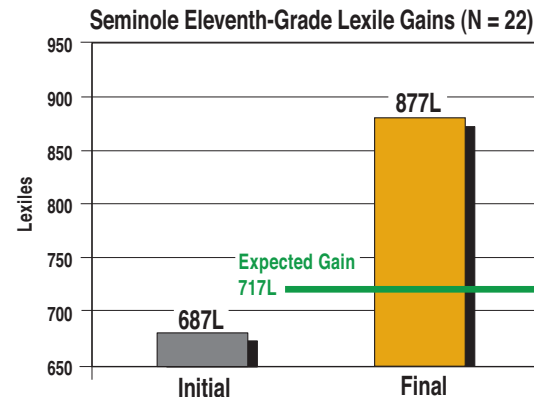
After approximately 30 weeks in *Passport Reading Journeys*, Seminole tenth-graders gained 227 Lexiles, 197 Lexiles more than the expected gain for these students.



Student Performance Data Source: The Vital Indicators of Progress®

11th

After approximately 30 weeks in *Passport Reading Journeys*, Seminole eleventh-graders gained 190 Lexiles, 160 Lexiles more than the expected gain for these students.



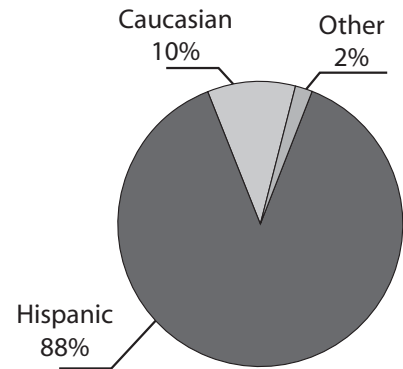
Student Performance Data Source: The Vital Indicators of Progress®



MIAMI, FLORIDA

Administrators at Doral Academy in Miami, Florida, began implementing *Passport Reading Journeys* in Fall 2005 to increase the reading achievement of the bottom 25 percent of students. After one year in the program, these students dramatically improved their reading proficiency, even performing better on the FCAT. Because of its effectiveness, the school continues to implement *Passport Reading Journeys* with students not reading at grade level.

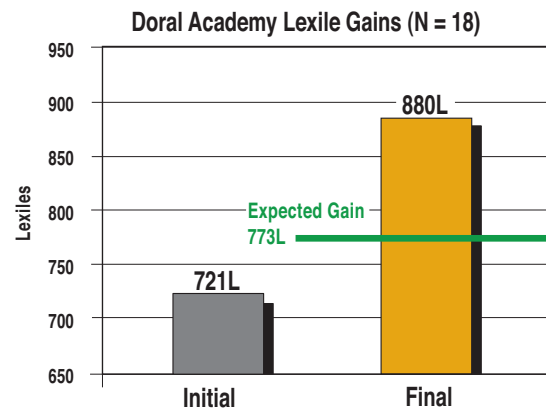
38 percent of Doral Academy students are eligible for free or reduced lunch



“Passport Reading Journeys has everything necessary – all the components students need – to be successful. Plus, it holds student interest.”

–Ofelia Alvarez, Principal,
Doral Academy Middle School, Miami-Dade, Florida

After approximately 26 weeks in *Passport Reading Journeys*, Doral Academy middle school students gained 159 Lexiles, 107 Lexiles more than the expected gain for these students.



“Reading is the nucleus of everything – of science, of social studies, and of reading itself. It just encompasses so much. With Passport Reading Journeys, students forget that they’re learning, so the motivation is very high. I truly believe this program will help many children become adults with greater opportunities.”

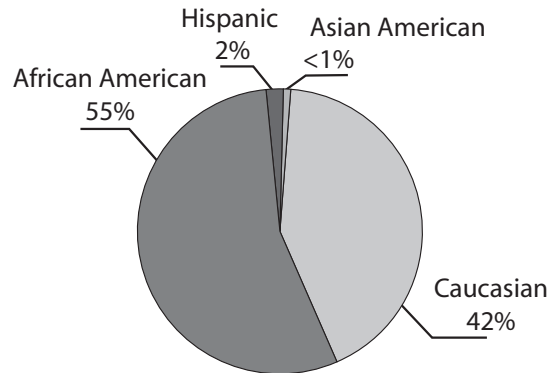
–Leslie Sanchez, Reading/Language Arts Teacher,
Doral Academy Middle School, Miami-Dade, Florida

Student Demographic Data Source: www.greatschools.net
Student Performance Data Source: The Vital Indicators of Progress®



Administrators in Eufaula, Alabama needed an engaging and motivating program that would increase student reading proficiency. They opted to implement *Passport Reading Journeys* beginning in Fall 2005 with students reading well below grade level. Classes were co-taught and half the students were from the general education program, while half were in special education. After one year in the program, students made dramatic gains in reading achievement, in some cases, exponentially higher than the anticipated growth for these students.

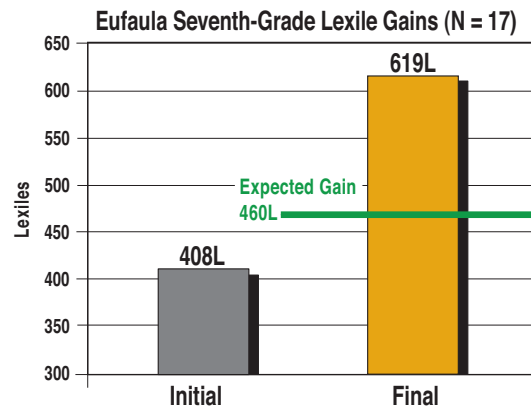
64 percent of Eufaula students are eligible for free or reduced lunch



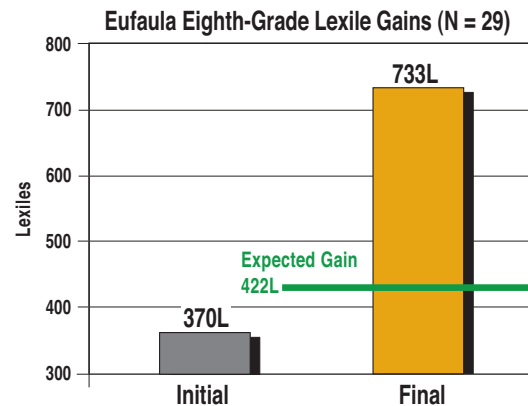
“We’ve seen incredible results, even with our special needs students. We’re dealing with the lowest kids, and when we show them their Lexile scores, and their growth between benchmarks, we give them the confidence they would not have had without Passport Reading Journeys.”

—Cindy Klages, Instructional Specialist,
Admiral Moorer Middle School, Eufaula, Alabama

7th After approximately 26 weeks in *Passport Reading Journeys*, Eufaula seventh-graders gained 211 Lexiles, 159 Lexiles more than the expected gain for these students.



8th After approximately 26 weeks in *Passport Reading Journeys*, Eufaula eighth-graders gained 363 Lexiles, 311 Lexiles more than the expected gain for these students.



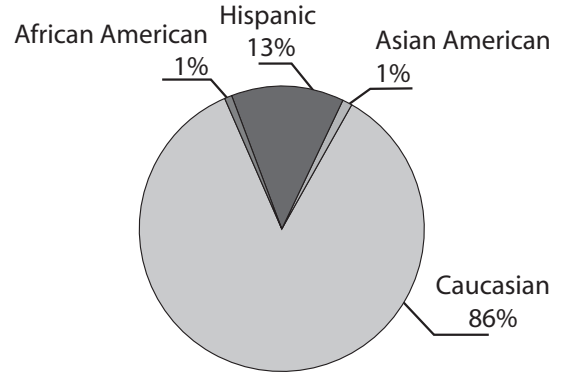
Student Demographic Data Source: www.greatschools.net
Student Performance Data Source: The Vital Indicators of Progress®



GILMER COUNTY, GEORGIA

After searching for a reading intervention that would help bring their struggling seventh- and eighth-grade students up to grade level in reading, Gilmer County School District began implementing *Passport Reading Journeys* in Fall 2005. Students in both grades made large increases in their Lexile levels, making them better prepared for success on their high-stakes assessment.

51 percent of Gilmer County students are eligible for free or reduced lunch

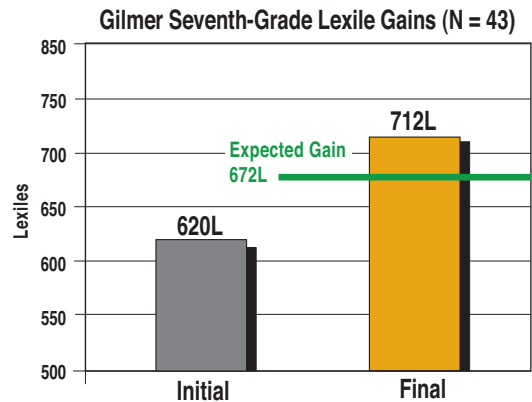


“We can turn kids around very quickly. It’s sort of like launching a rocket off the launch pad. You need a great deal of energy to get it going, but once it gets off the launch pad, it takes off.”

– Dr. Donald Deshler, Director of the Center for Research and Learning, University of Kansas

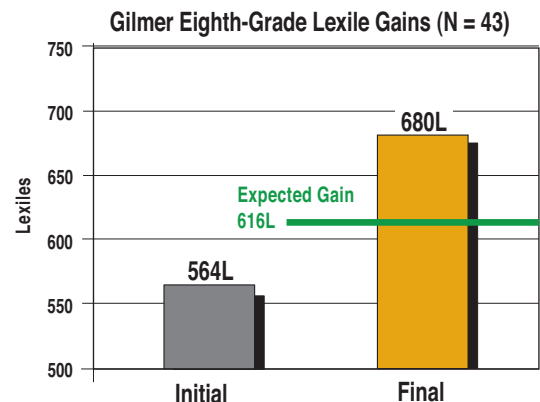
7th

After approximately 26 weeks in *Passport Reading Journeys*, Gilmer County seventh-graders gained 92 Lexiles, 40 Lexiles more than the expected gain for these students.



8th

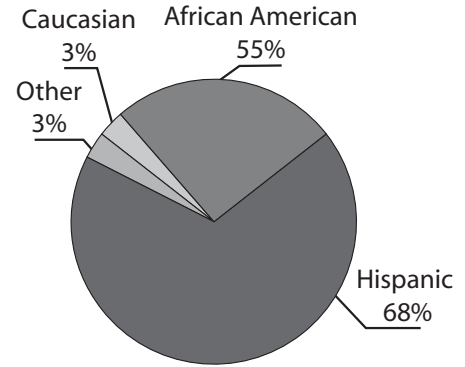
After approximately 26 weeks in *Passport Reading Journeys*, Gilmer County eighth-graders gained 116 Lexiles, 64 Lexiles more than the expected gain for these students.



Student Demographic Data Source: www.greatschools.net
Student Performance Data Source: The Vital Indicators of Progress®

W.T. White High School decided to use *Passport Reading Journeys* with their reading improvement cohort beginning in September 2005. Students were assigned Reading Improvement based on assessment scores including the Iowa Test of Basic Skills (ITBS), the Gates-MacGinitie Reading Test (Gates), and the Texas Assessment of Knowledge and Skills (TAKS) from the previous school year. The majority of students (60 percent) scored below the 26th percentile, and the remaining 34 percent scored between the 26th and 39th percentiles on the ITBS. Sixty-three percent scored below the 26th percentile on the reading comprehension subtest of the Gates-MacGinitie.

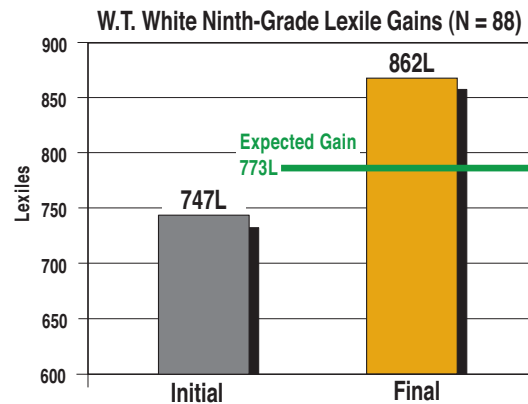
61 percent of W.T. White students are eligible for free or reduced lunch



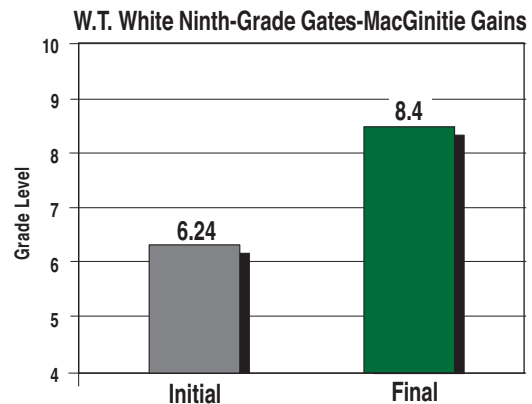
In the past, W.T. White's Reading Improvement teachers used self-developed programs that included novel studies. *Passport Reading Journeys* showed promise of engaging students in a new way with current, high interest topics and a technology component they previously did not have access to. This allowed the teacher to differentiate instruction and target smaller groups while students rotated working independently on the computer one day per week.

At the fall testing, 91 percent of students had grade equivalent (GE) scores below grade level (below 9.0), and 49 percent read below the sixth-grade level (below 6.0). Spring testing results showed that the percentage of students reading below grade level (below 9.7) fell to 67 percent, and only 21 percent of students read below 6.0.

9th After approximately 26 weeks in *Passport Reading Journeys*, W.T. White ninth-graders gained 115 Lexiles, 89 Lexiles more than the expected gain for these students.



9th On the Gates-MacGinitie assessment, students gained two grade levels in one academic year, moving from a 6.24 grade level in Fall 2005 to 8.4 in Spring 2006.



Student Demographic Data Source: www.greatschools.net
 Student Performance Data Source: W.T. White High School

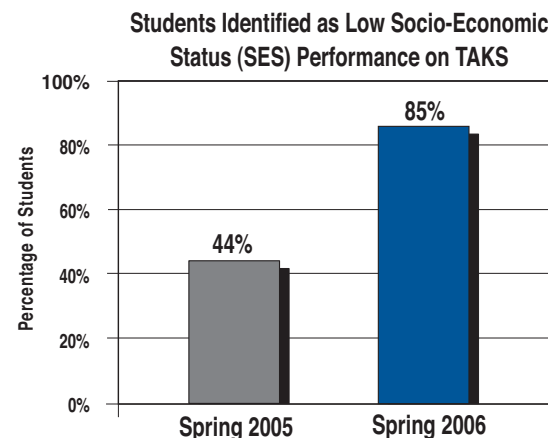
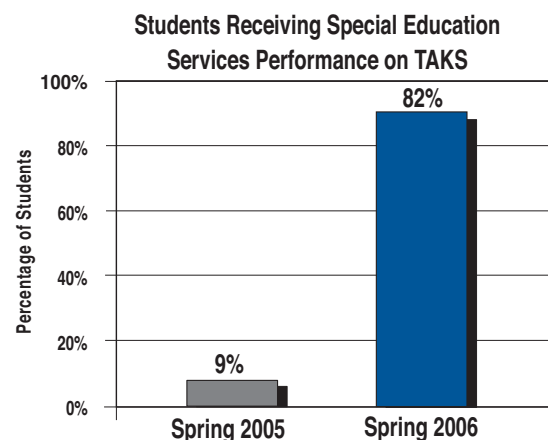
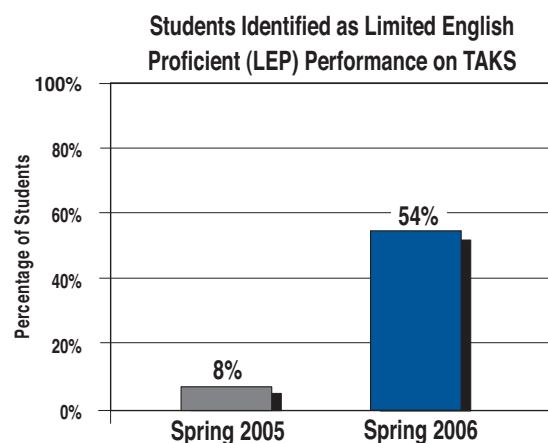
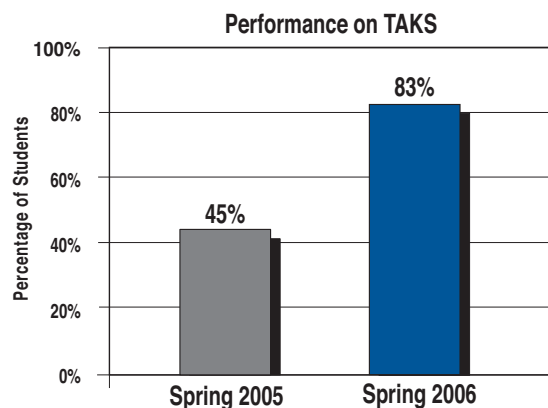


Eighty-three percent of students in *Passport Reading Journeys* passed the ELA strand of the TAKS at the end of ninth grade. Forty-five percent of these students passed the assessment the previous year.

Fifty-four percent of LEP students in *Passport Reading Journeys* passed the ELA strand of the TAKS at the end of ninth-grade. Eight percent of these students passed the assessment the previous year.

Eighty-two percent of students receiving special education services in *Passport Reading Journeys* passed the ELA strand of the TAKS at the end of ninth grade. Nine percent of these students passed the assessment the previous year.

Eighty-five percent of students identified as low socio-economic status in *Passport Reading Journeys* passed the ELA strand of the TAKS at the end of ninth grade. Forty-four percent of these students passed the assessment the previous year.

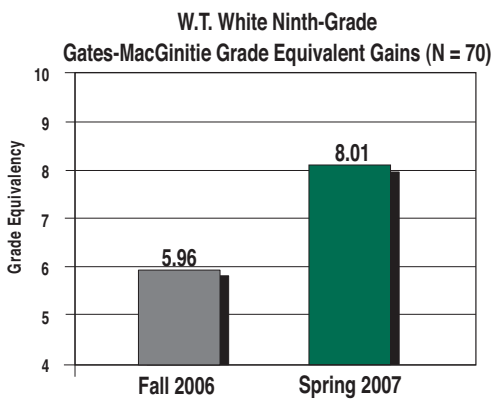
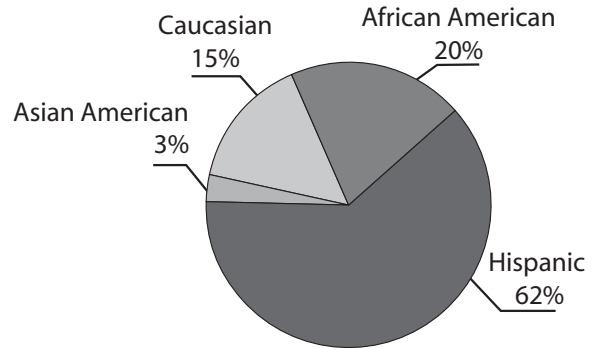


Student Demographic Data Source: www.greatschools.net
 Student Performance Data Source: W.T. White High School

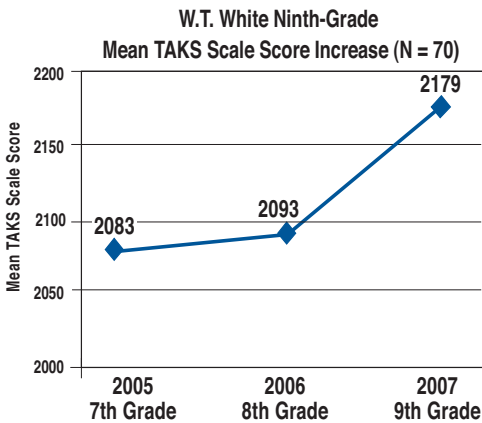


Due to the success of the ninth-grade Reading Improvement Cohort during the 2005-2006 school year, W.T. White opted to implement *Passport Reading Journeys* again during the 2006-2007 school year with another ninth-grade Reading Improvement Cohort. Again, students made substantial gains, closing the achievement gap and reading closer to grade level by the end of the year.

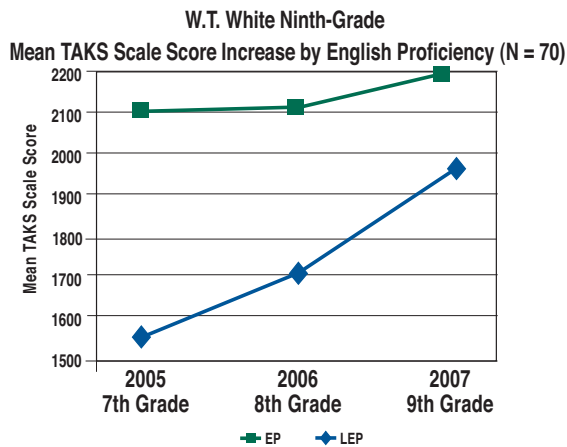
56 percent of W.T. White Reading Improvement Cohort students are eligible for free or reduced lunch



On the Gates-MacGinitie assessment, these students demonstrated two years of academic growth over just one academic year, moving from reading at a 5.96 grade level in Fall 2006 to 8.01 in Spring 2007.



These students had a significantly greater increase in their mean TAKS scale score from eighth grade to ninth grade (93 points) than from seventh grade to eighth grade (6.5 points).



Both English Proficient (EP) and Limited English Proficient (LEP) students had growth from 2005 to 2007. The rate of growth was much higher for LEP students and they began with lower mean scale scores. Although still at the level requiring Reading Improvement, their growth was well above the score required for passing the TAKS (scale score of 2100).

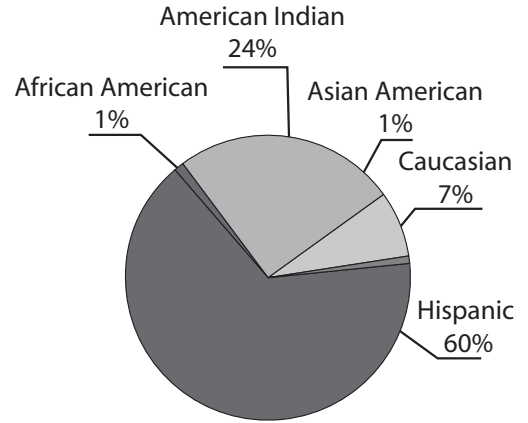
Demographic Data Source: www.greatschools.net
 Student Performance Data Source: W.T. White High School

Administrators in Poteau, Oklahoma needed a research-based secondary reading intervention program that would work with students not yet reading at grade level. After much success with Voyager's elementary reading curriculum, the district decided to implement *Passport Reading Journeys* with its struggling secondary students beginning in Fall 2006. After one year in the program, student performance on Oklahoma's high-stakes assessment, the Criterion Reference Test (CRT), increased dramatically.

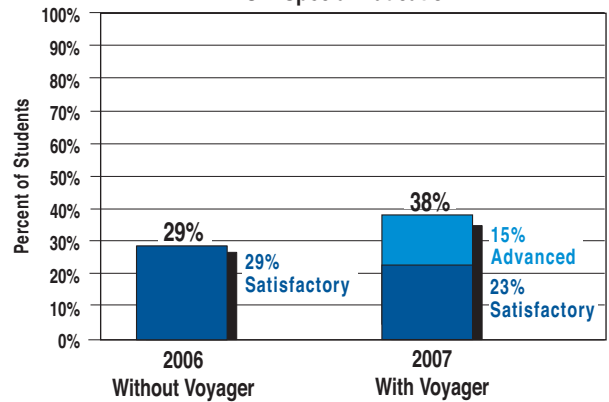
Poteau high school students receiving special education services and enrolled in English II took the End of Instruction (EOI) test at the end of the school year. After one year in *Passport Reading Journeys*, 38 percent of students receiving special education services passed the English II EOI. This is a nine percentage point increase over the previous year when 29 percent of these students passed the assessment.

Poteau English Language Learners enrolled in English II took the EOI test at the end of the school year. After one year in *Passport Reading Journeys*, 63 percent of these students passed the English II EOI. This is a 63 percentage point increase over the previous year when none of these students passed the assessment.

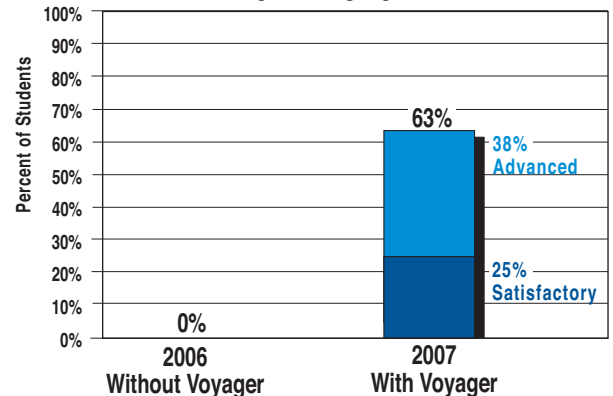
59 percent of Poteau students are eligible for free or reduced lunch



Poteau High School Students Passing the English II EOI: Special Education



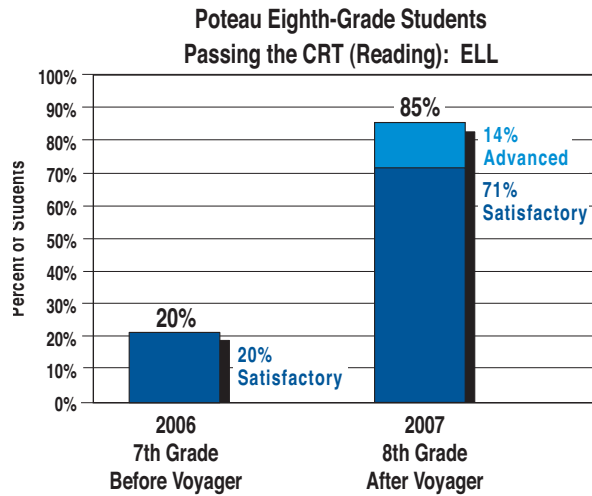
Poteau High School Students Passing the English II EOI: English Language Learners



Demographic Data Source: www.greatschools.net
Student Performance Data Source: Poteau Public Schools



During the 2006-2007 school year, Poteau implemented *Passport Reading Journeys* with all eighth-grade English Language Learners. After one year in the program, 85 percent of these students passed the 2007 CRT, a 65 percentage point increase over the previous year when 20 percent of students passed the assessment. Seventy-one percent of students achieved a Satisfactory rating and 14 percent achieved an Advanced rating.



“Passport Reading Journeys is a relatively new program for us, but we have already seen great student interest and improved Pre- and Post-Test scores. Our students also did better on the CRT this year. Voyager is awesome because it reduces our referrals to special education.”

—Brenda Adams,
School Psychologist & Special Education Director,
Poteau Public Schools, Oklahoma

“Reading is the nucleus of everything – of science, of social studies, and of reading itself. It just encompasses so much. With Passport Reading Journeys, students forget that they’re learning, so the motivation is very high. I truly believe this program will help many children become adults with greater opportunities.

–Leslie Sanchez, Reading/Language Arts Teacher,
Doral Academy Middle School, Miami-Dade, Florida



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