

Expect Results in Special Education

State Level Results

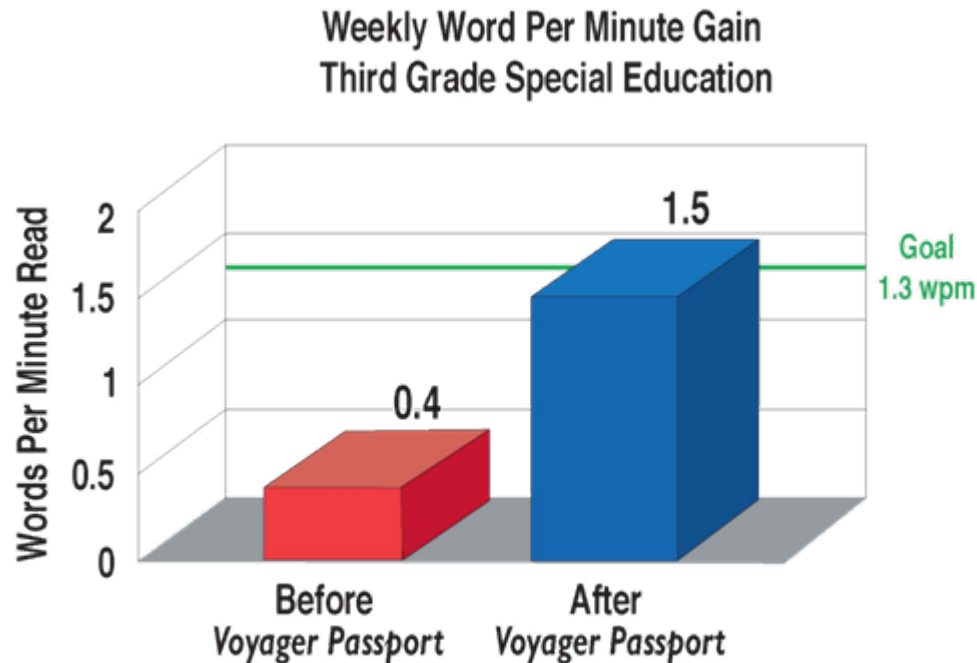




Texas Special Education



Third-grade Texas students receiving special education services were enrolled in *Voyager Passport* and after one year in the program, more than tripled their weekly words per minute fluency gain to finish the year above grade level goal.



Third-graders nearly quadrupled their fluency rate.

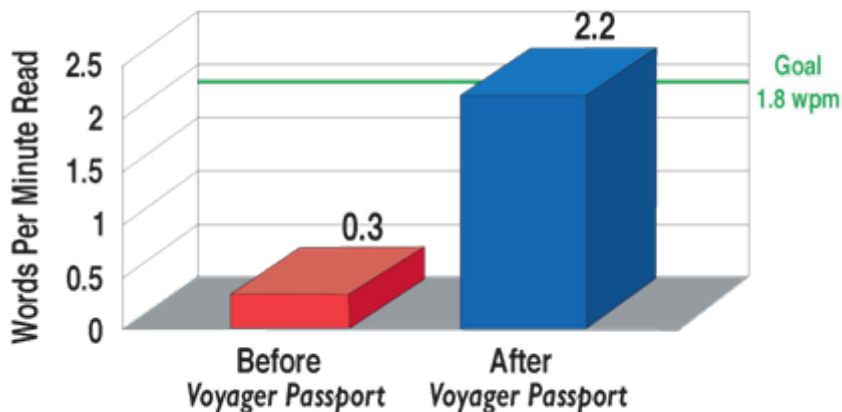


Alabama Special Education



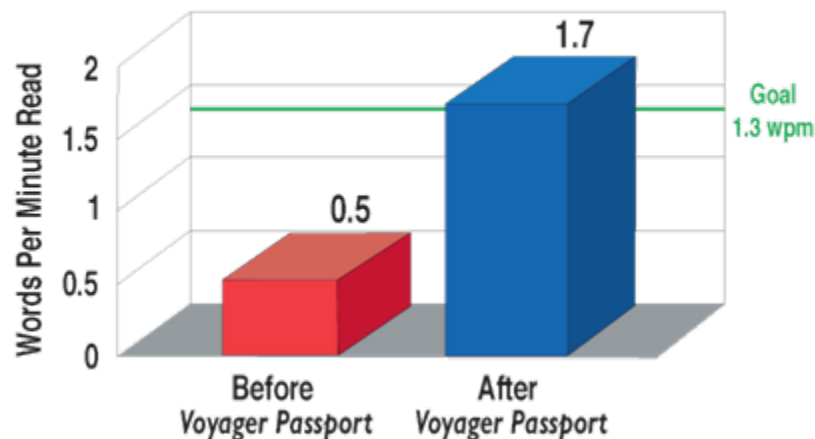
Second- and third-grade Alabama students receiving special education services were enrolled in *Voyager Passport* and after one year in the program, made significant gains in reading fluency, finishing the year closer to grade level.

Weekly Word Per Minute Gain
Second Grade Special Education



Second-graders increased their fluency rate by seven times.

Weekly Word Per Minute Gain
Third Grade Special Education



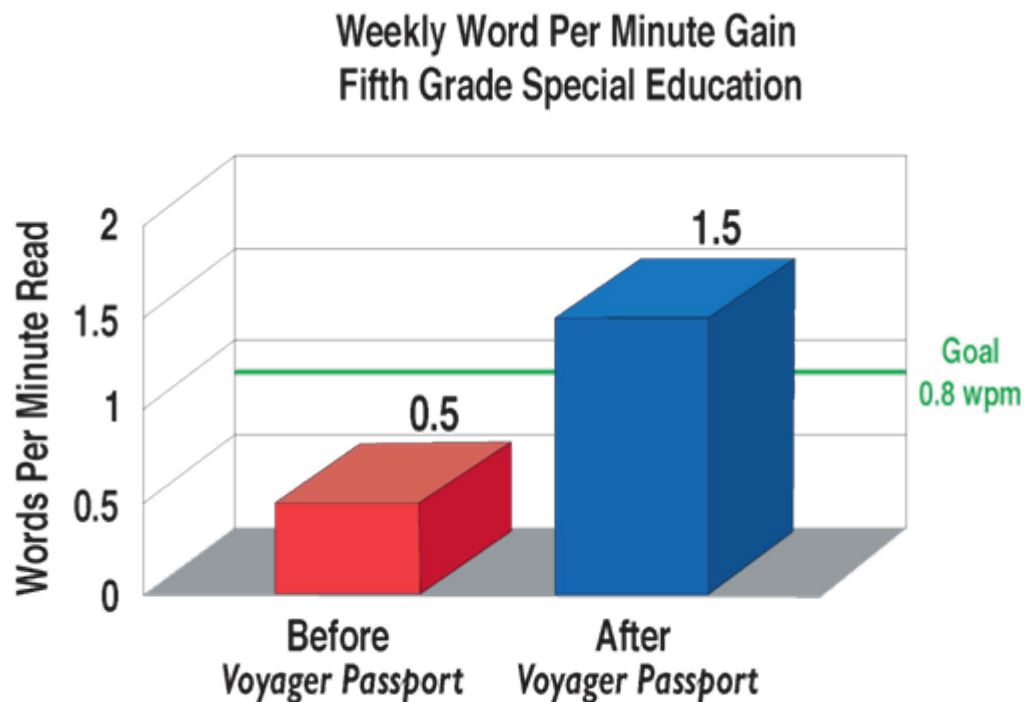
Third-graders more than tripled their fluency rate.



Maryland Special Education



Fifth-grade Maryland students receiving special education services were enrolled in *Voyager Passport* and after one year in the program, tripled their weekly fluency gains to finish the year far above grade level goal.



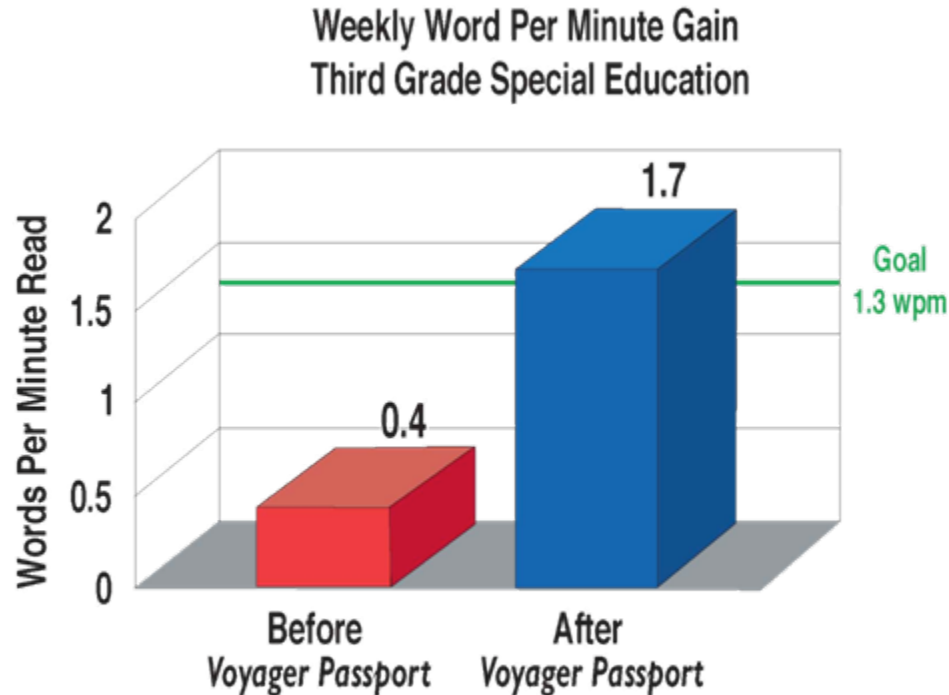
Fifth-graders tripled their fluency rate.



Missouri Special Education



Third-grade Missouri students receiving special education services were enrolled in *Voyager Passport* and after one year in the program, more than quadrupled their weekly fluency gains to finish the year above grade level goal.



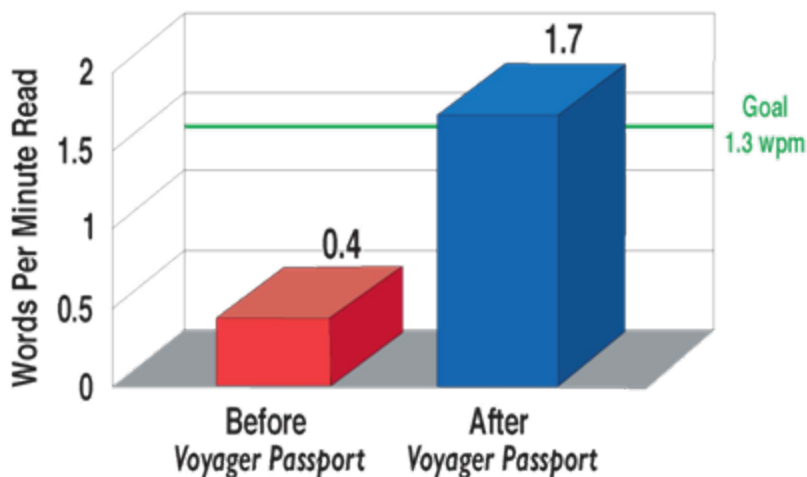
Third-graders more than quadrupled their fluency rate.

Missouri Special Education



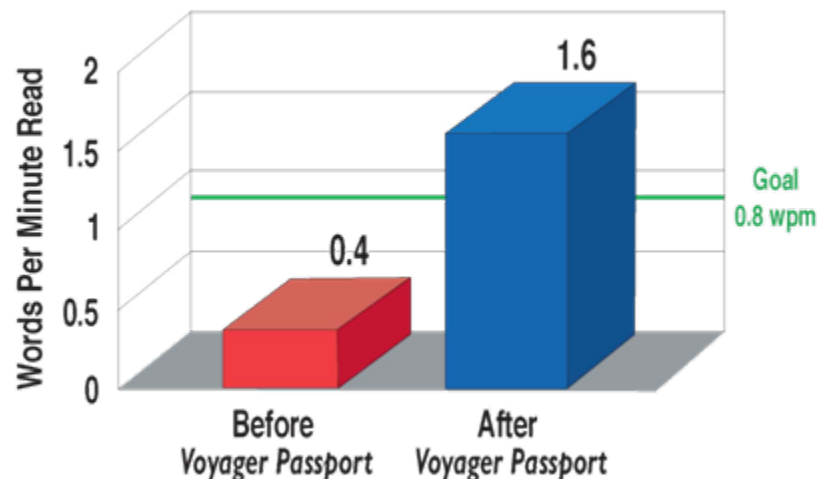
Third- and fifth-grade Missouri students receiving special education services were enrolled in *Voyager Passport* and after one year in the program, more than quadrupled their weekly fluency gains to finish the year above grade level goal.

Weekly Word Per Minute Gain
Third Grade Special Education



Third-graders more than quadrupled their fluency rate.

Weekly Word Per Minute Gain
Fifth Grade Special Education

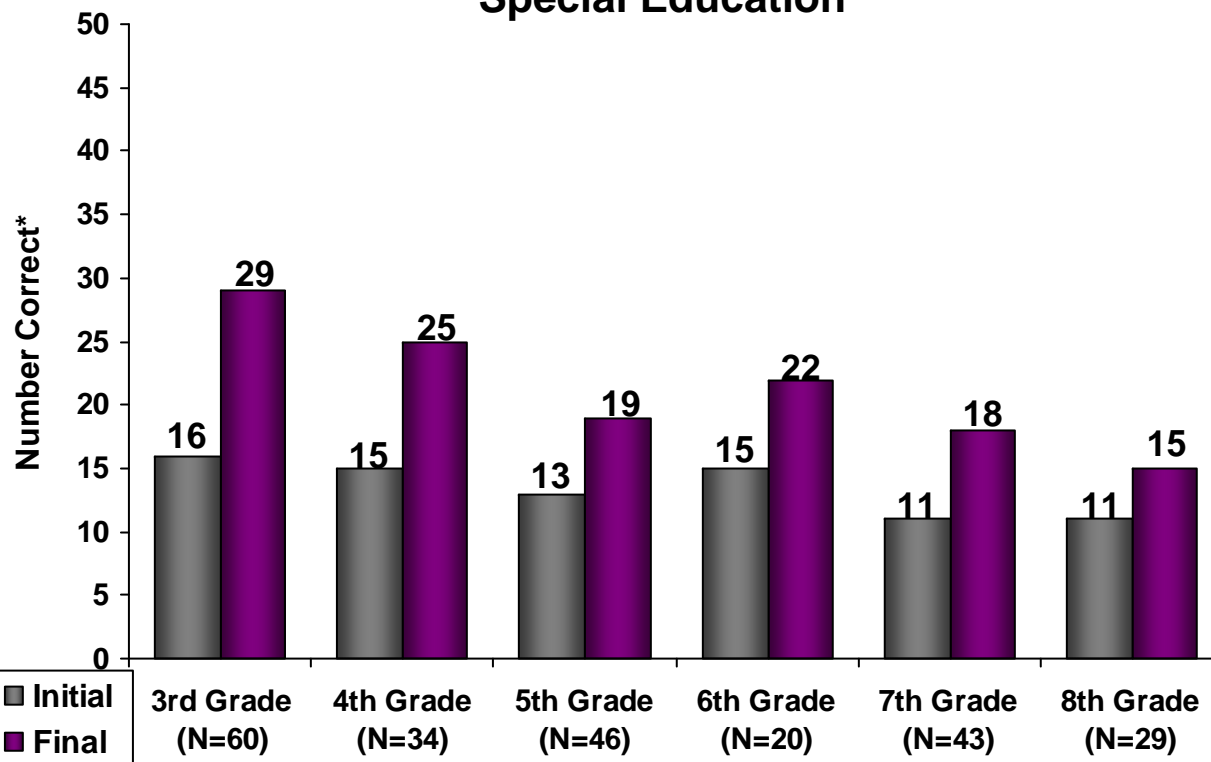


Fifth-graders increased their fluency rate by more than five times.

Alabama *Vmath*[®] Results: Special Education



Alabama *Vmath* Performance
Initial/Final Assessment: 2006-2007
Special Education



*Out of 50 possible

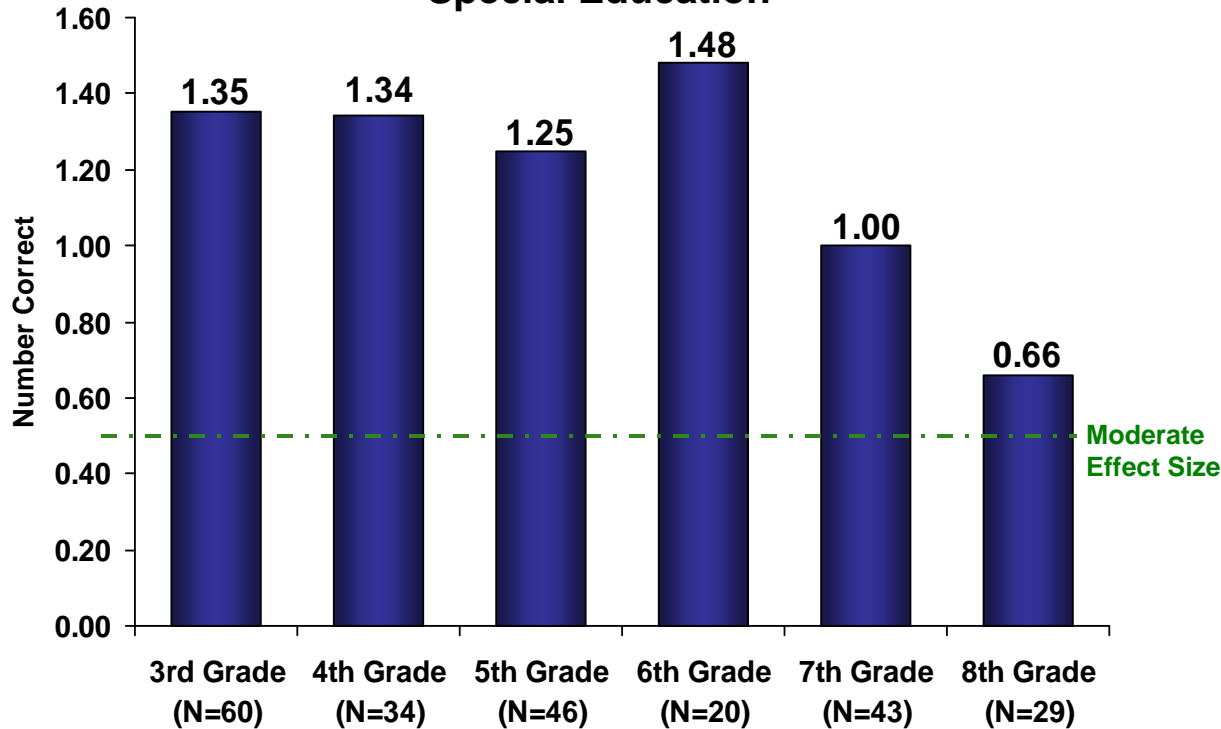
- After 26 weeks in *Vmath*, students receiving special education services in all grade levels had a higher number of items correct on the final assessment than on the initial.

*Results are from seven Alabama districts using *Vmath* with students eligible to receive special education services

Alabama *Vmath*[®] Results: Special Education



Alabama *Vmath* Student Performance
Initial/Final Assessment Effect Size*: 2006-2007
Special Education



- The growth in student performance from the beginning to the end of *Vmath* is quite large across all grade levels.
- *Vmath* effect sizes* ranged from 0.66 to 1.48 across the grade levels, which is considered quite large.

*An effect size compares the mean results of two or more "tests" relative to the amount of variance between or among these outcomes (Sweeney, 2007). Effect sizes shown are based on a pre and posttest means. Effect sizes are calculated by dividing the difference between Initial and Final test means by the pooled standard deviation of the Initial and Final Tests. Generally, an effect size of 0.2 is considered small, 0.5 is moderate, and 0.8 is large.

*Results are from seven Alabama districts using *Vmath* with students eligible to receive special education services

Expect Results in Special Education

Poteau, Oklahoma



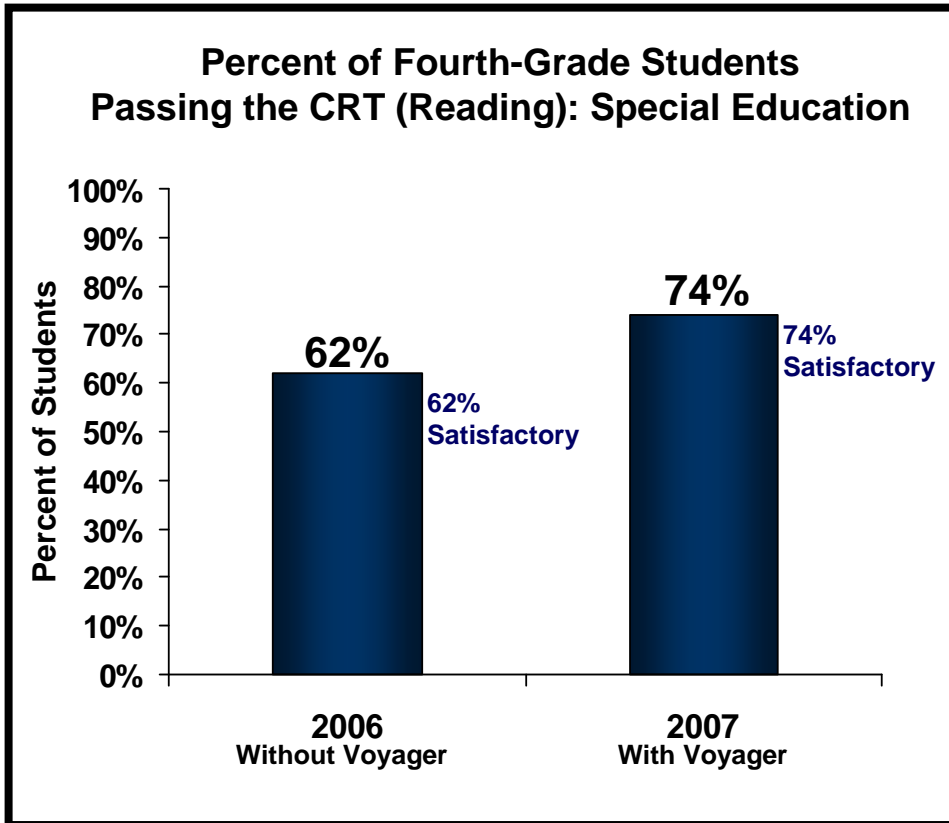
Poteau, OK Implementation Details



- Poteau has partnered with Voyager for the past five years.
- The district began using *Voyager Passport*[™] five years ago with kindergarten through third-grade students.
- They have since expanded the implementation and added *Vmath*[®] and *Passport Reading Journeys*[™].
- Beginning in the 2006-2007 school year, **ALL** Poteau, OK students receiving special education services used Voyager products.

Poteau, OK

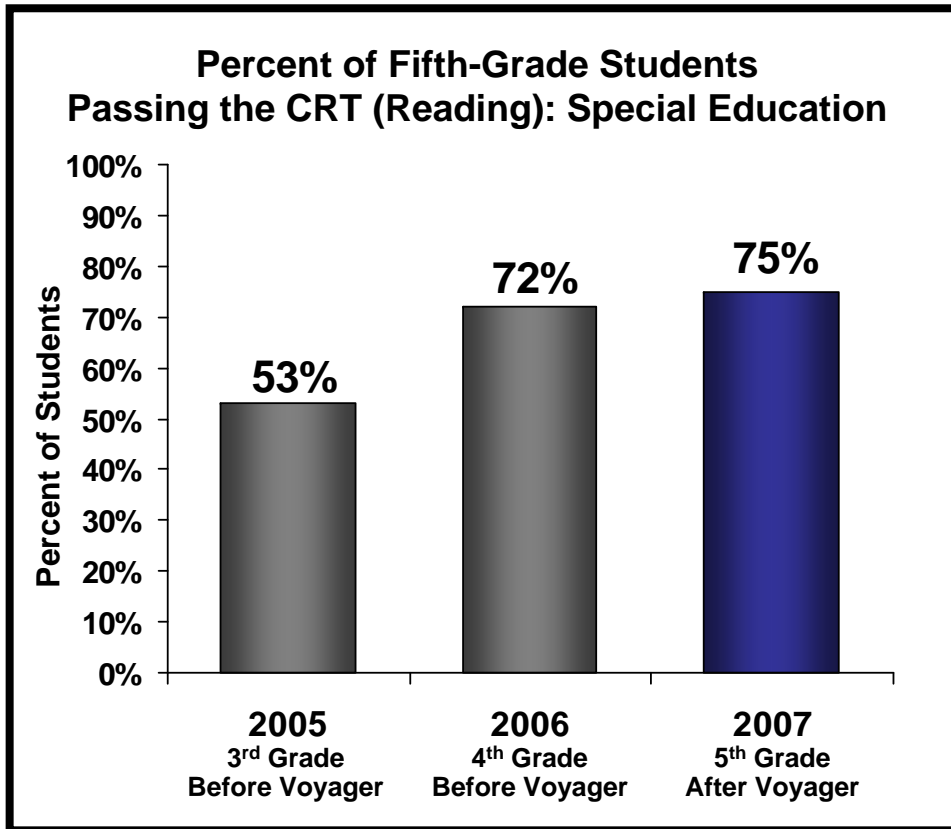
Fourth Grade: Special Education



- During the 2006-2007 school year, Poteau implemented *Voyager Passport* with **all fourth-grade students receiving special education services**.
- After one year in the program, 74 percent of these students passed the reading section of the 2007 Criterion-Reference Test (CRT) – Oklahoma’s high-stakes assessment.

Poteau, OK

Fifth Grade: Special Education



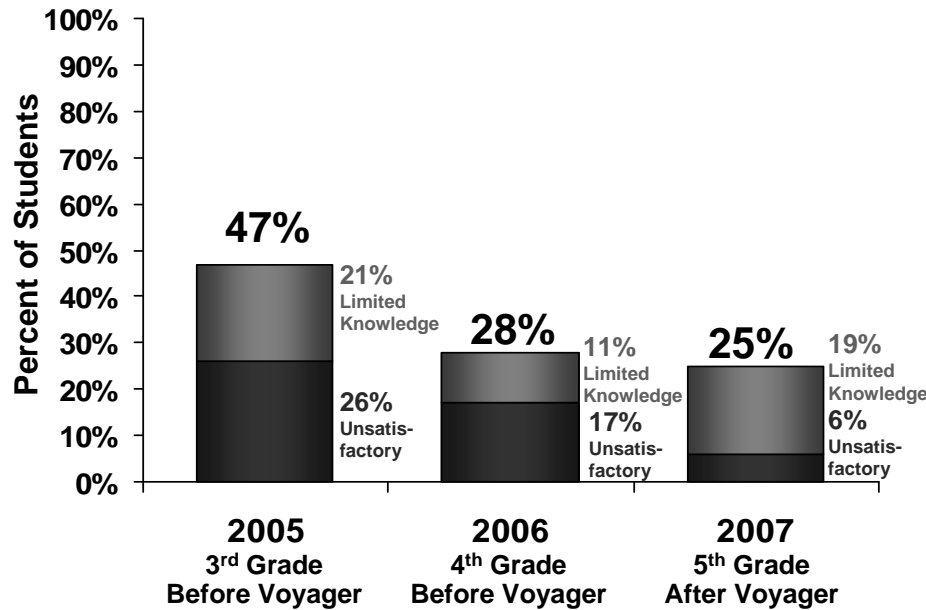
- During the 2006-2007 school year, Poteau implemented *Voyager Passport* with **all fifth-grade students receiving special education services**.
- After one year in the program, 75 percent of these students passed the reading section of the 2007 CRT.

Poteau, OK

Fifth Grade: Special Education

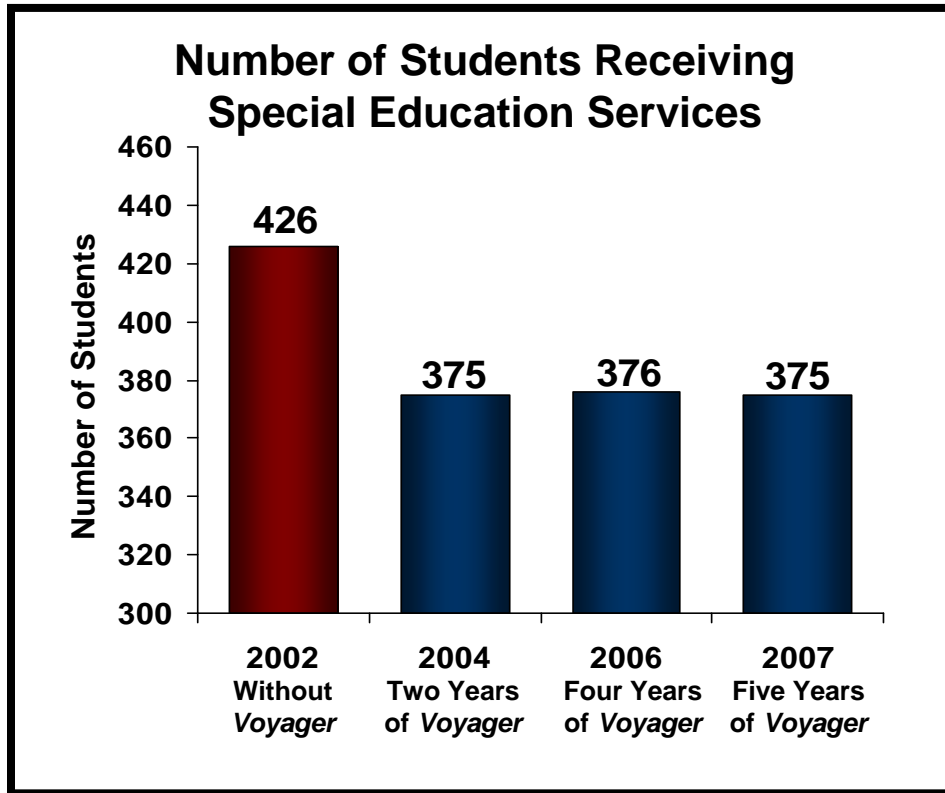


Percent of Fifth-Grade Students NOT Passing the CRT (Reading): Special Education



- During the 2006-2007 school year, Poteau Implemented *Voyager Passport* with **all fifth-grade students receiving special education services**.
- After one year in the program, only six percent of these students scored Unsatisfactory on the 2007 CRT.

Poteau, OK Special Education



- Poteau began implementing *Voyager Passport* in fall 2002. After two years, the number of referrals to special education decreased from 426 to 375.
- Since 2004, the number of students receiving Special Education services has remained fairly consistent.

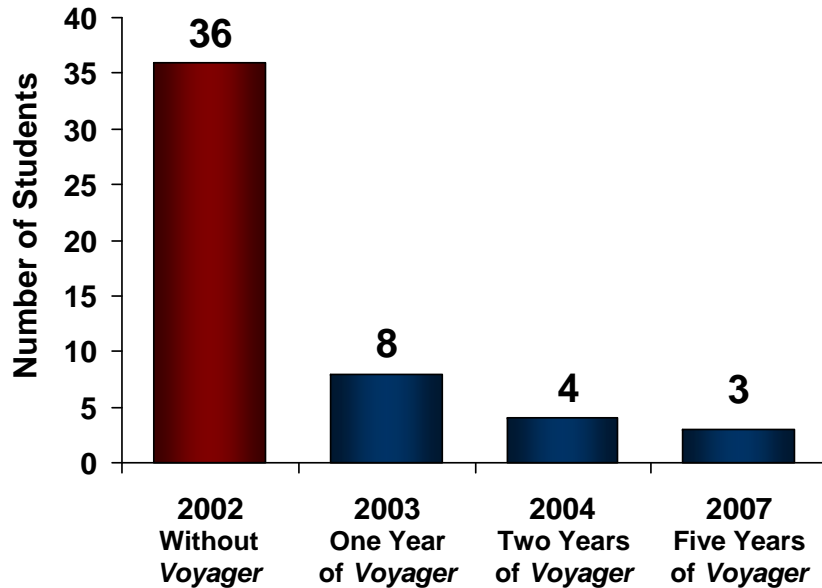
“Voyager is awesome because it reduces our referrals to special education.”

- Brenda Adams, School Psychologist & Special Education Director
Poteau Public Schools, OK

Poteau, OK: Second Grade: Special Education



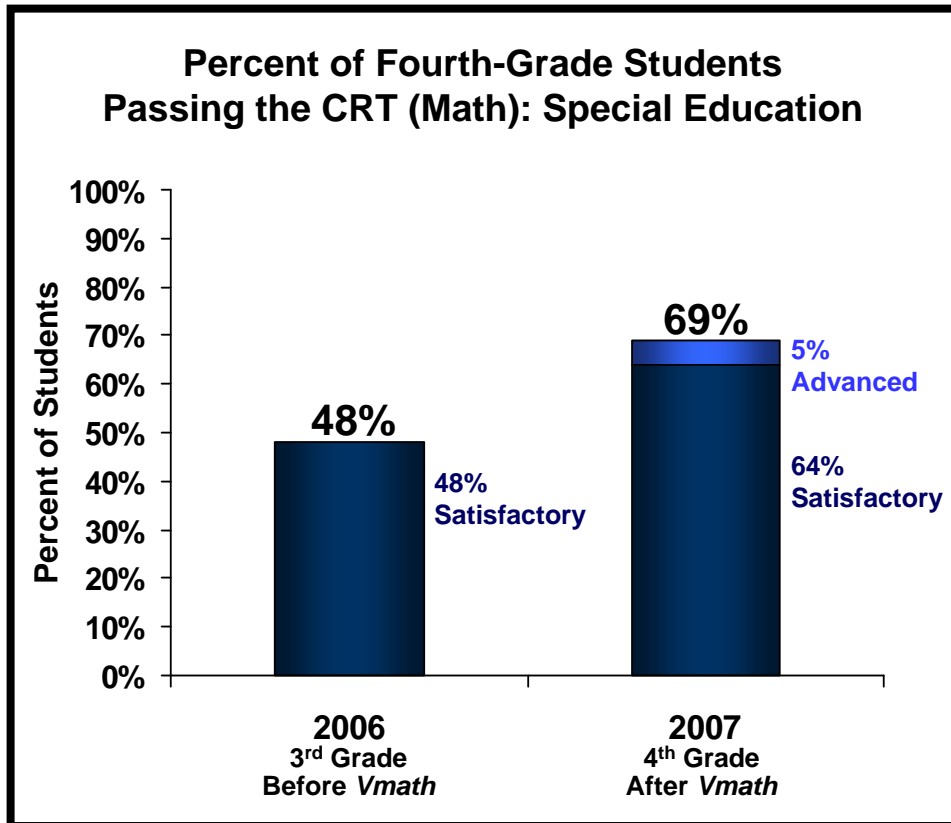
**Number of Second-Grade Students
Receiving Special Education Services**



- Before *Voyager Passport*, 36 second-grade students received special education services.
- After two years, the district had only four second-graders receiving special education services.
- During the 2006-2007 school year, only three second-grade students received special education services.

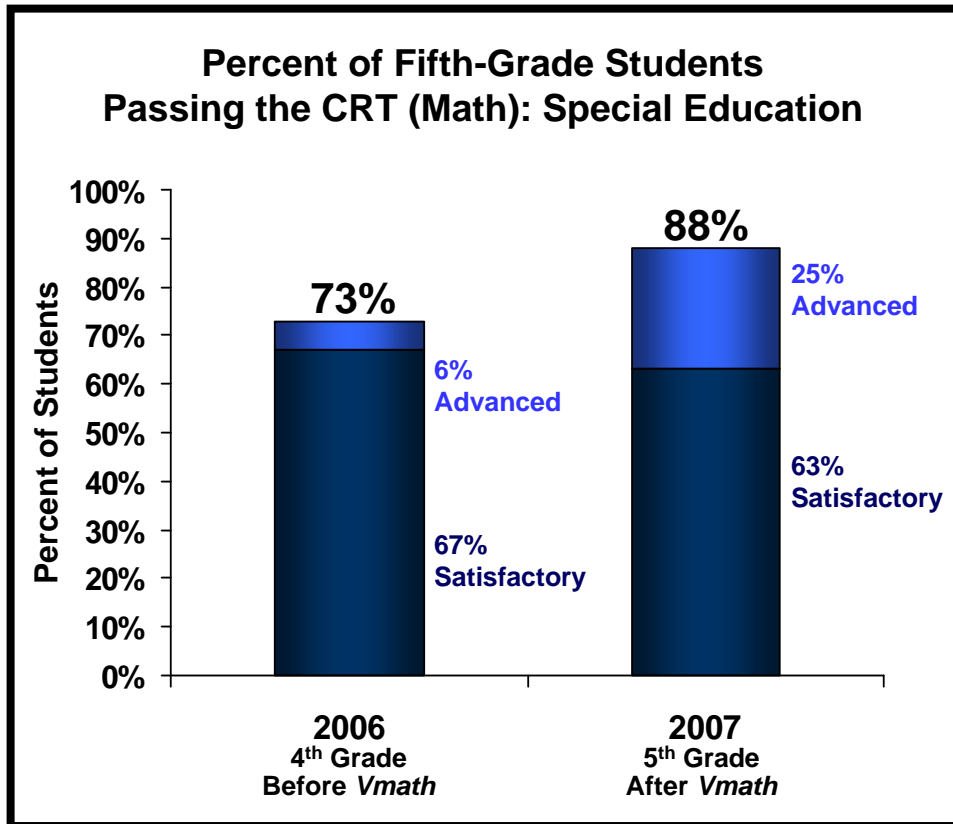
CRT Math Results

Fourth Grade: Special Education



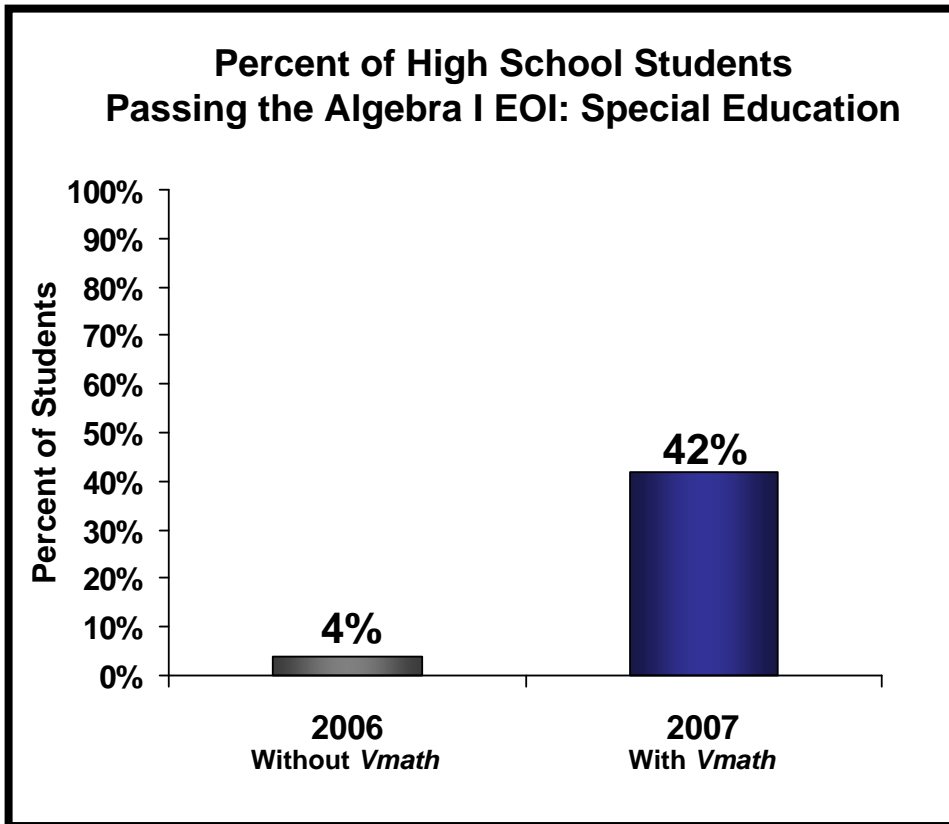
- **All fourth-graders receiving special education services** were enrolled in *Vmath* during the 2006-2007 school year.
- After one year in the program, 69 percent of these students passed the math section of the CRT; this is a 21 percentage point increase over the previous year when 48 percent of students passed the assessment.
- 64% of students achieved a Satisfactory rating and 5% achieved an Advanced rating.

CRT Math Results Fifth Grade: Special Education



- **All fifth-graders receiving special education services** were enrolled in *Vmath* during the 2006-2007 school year.
- After one year in the program, 88 percent of these students passed the math section of the CRT; this is a 15 percentage point increase over the previous year when 73 percent of students passed the assessment.
- 63% of students achieved a Satisfactory rating and 25% achieved an Advanced rating.

End of Instruction – Algebra I High School: Special Education

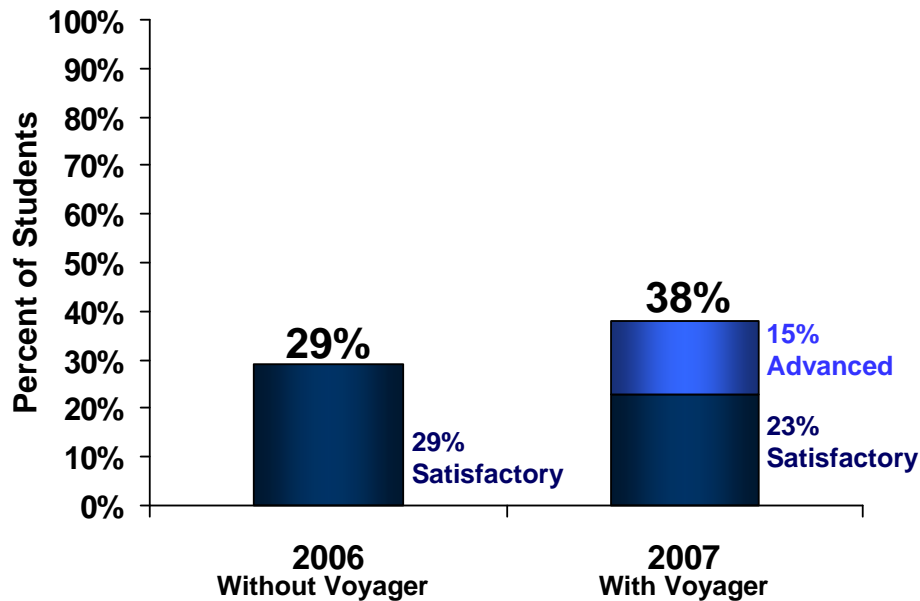


- Poteau high school students in Algebra I take the End of Instruction (EOI) test at the end of the school year.
- After one year in *Vmath*, 42 percent of high school students receiving special education services passed the Algebra I EOI; this is a 38 percentage point increase over the previous year when only four percent of students passed the assessment.

End of Instruction – English II Special Education



Percent of Students Passing the English II EOI:
Special Education



- Poteau students receiving special education services and enrolled in English II take 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% of these students passed the assessment.

Expect Results in Special Education

Richmond County, Georgia

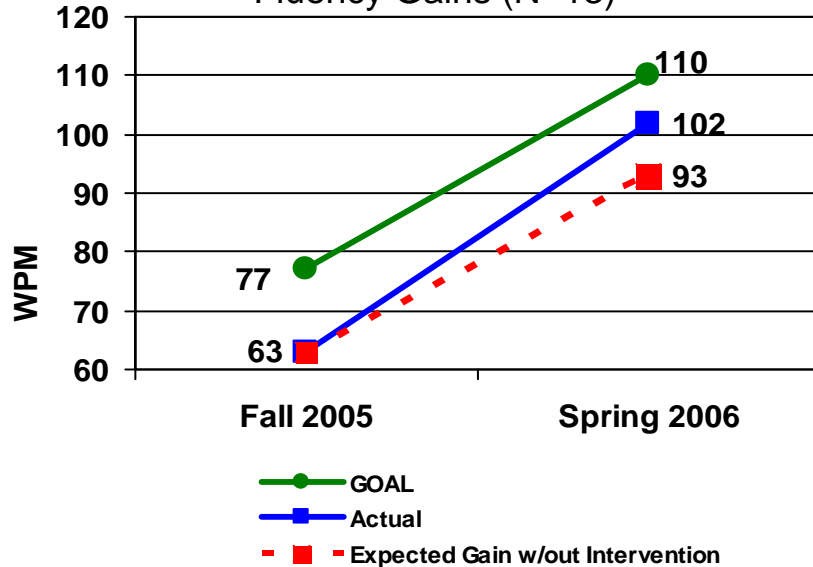


Richmond County, GA

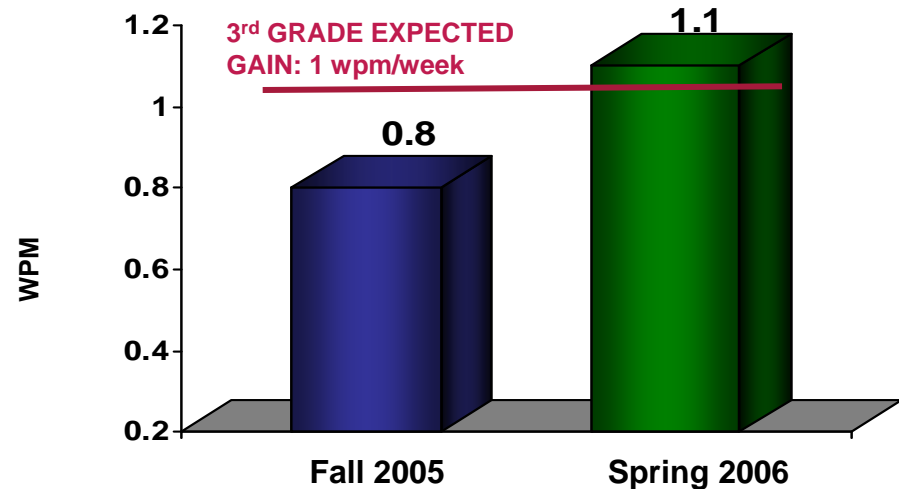
Third Grade: Special Education



3rd Grade Students with Autism
Fluency Gains (N=13)

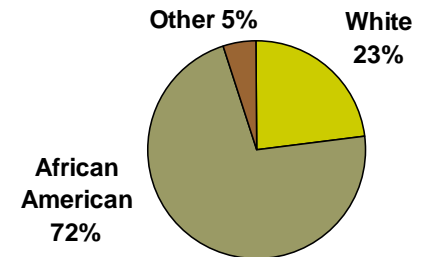


3rd Grade Students with Autism
Weekly Fluency Gain (N=13)



After 36-weeks in the *Voyager Universal Literacy System*[®] supplemented with *Voyager Passport*[™]:

- Richmond County third grade students with Autism increased their weekly reading fluency gain to 1.1 wpm/wk.
- This fluency gain is greater than expected for third grade students performing at grade level.



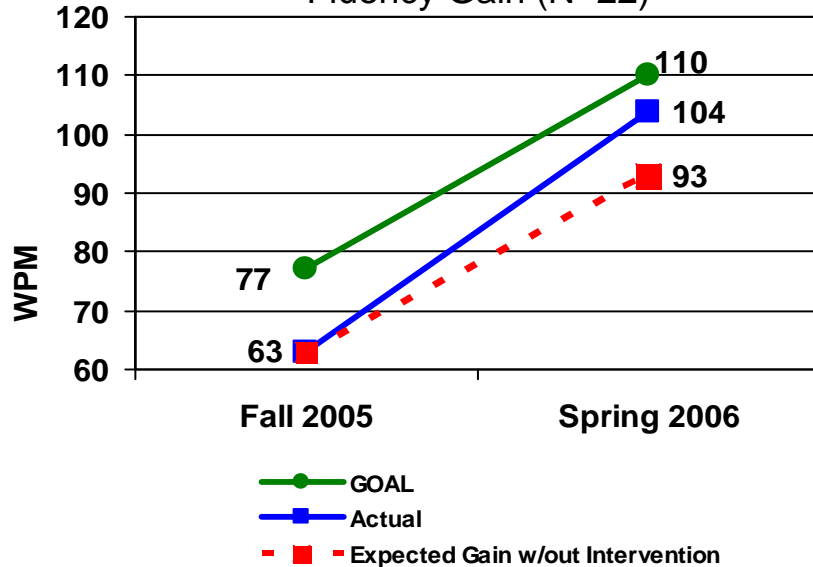
*69% of students are eligible for free/reduced lunch

Richmond County, GA

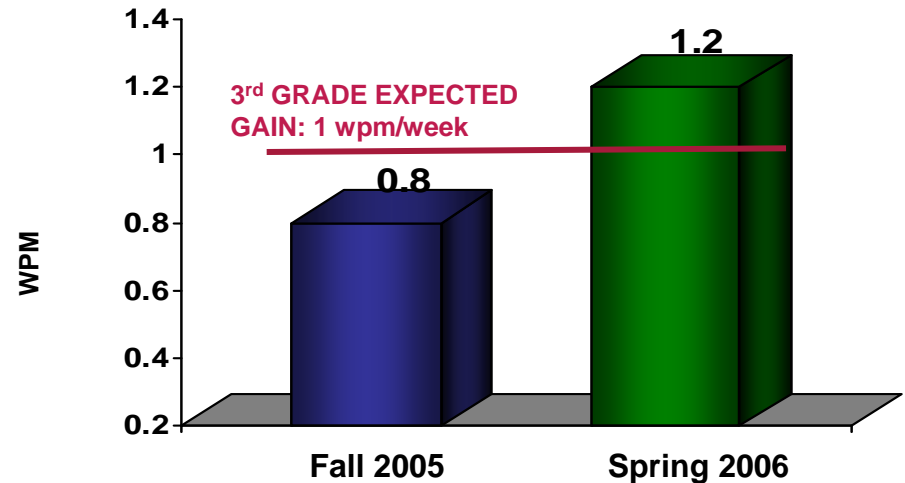
Third Grade: Special Education



3rd Grade Students with Emotional Disabilities
Fluency Gain (N=22)

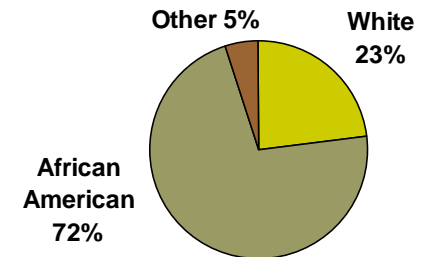


3rd Grade Students with Emotional Disabilities
Weekly Fluency Gain (N=22)



After 36-weeks in the *Voyager Universal Literacy System*[®] supplemented with *Voyager Passport*[™]:

- Richmond County third grade students identified as having Emotional Disabilities increased their weekly reading fluency gain to 1.2 wpm/wk.
- This is fluency gain is greater than expected for third grade students performing at grade level.



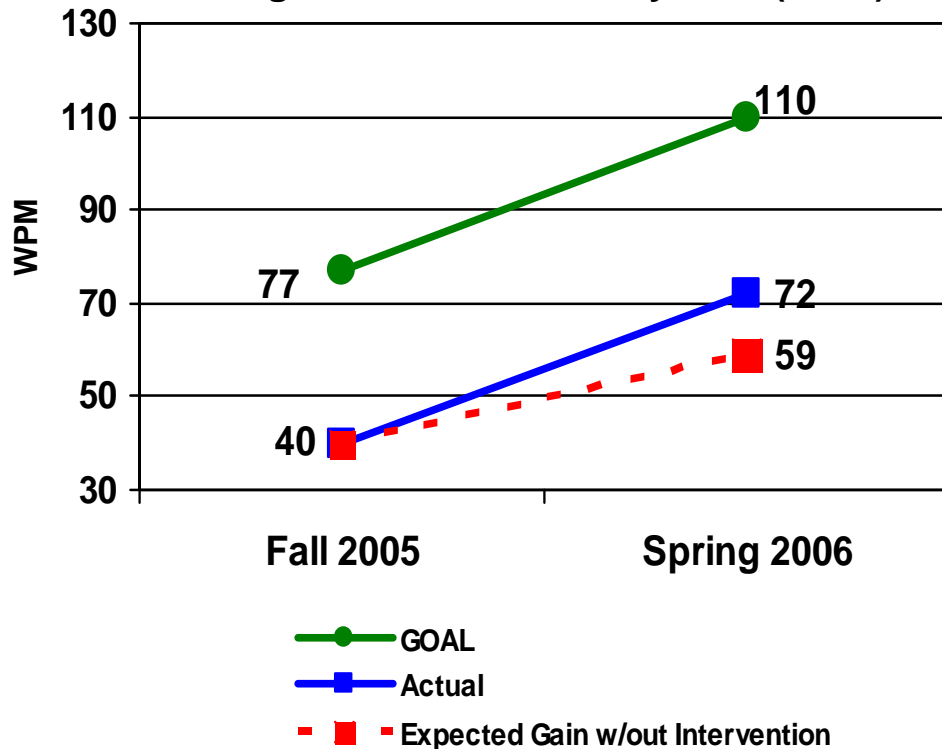
*69% of students are eligible for free/reduced lunch

Richmond County, GA

Third Grade: Special Education

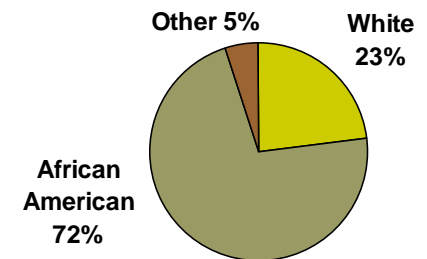


3rd Grade Students with Specific Learning Disabilities - Fluency Gain (N=22)



After 36-weeks in the *Voyager Universal Literacy System*[®] supplemented with *Voyager Passport*[™]:

- Richmond County third grade students with Specific Learning Disabilities accelerated their reading fluency toward grade level.
- These students made greater fluency gains than they might have without ULS.



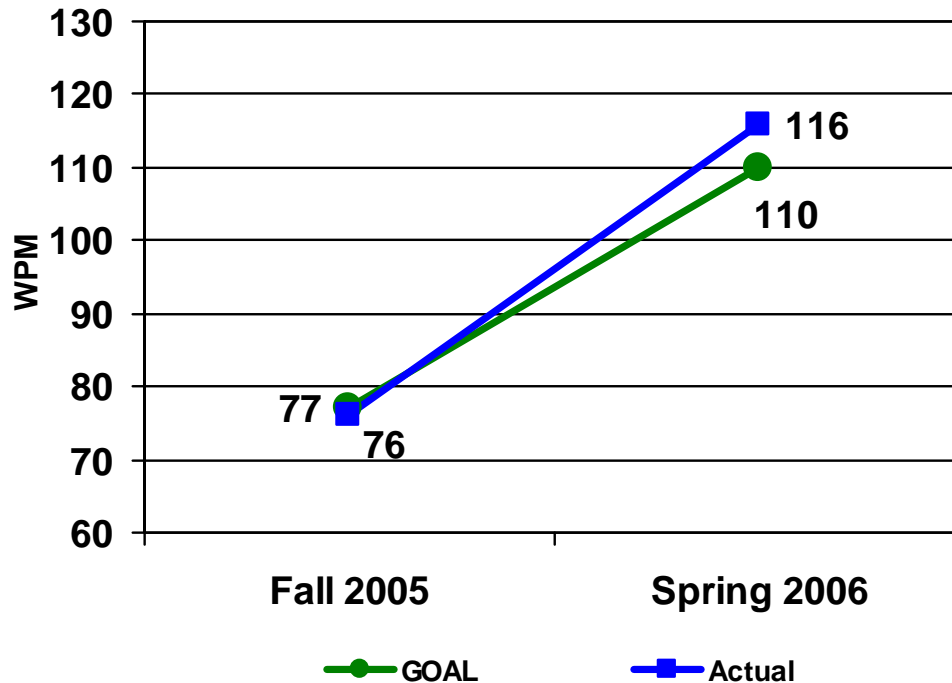
*69% of students are eligible for free/reduced lunch

Richmond County, GA

Third Grade: Special Education

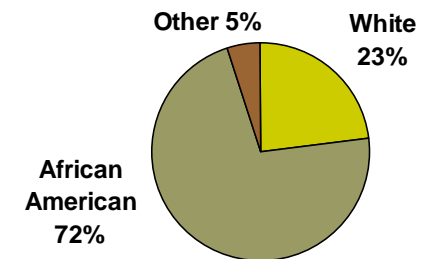


3rd Grade Students with Speech Impairments - Fluency Gain (N=22)



After 36-weeks in the *Voyager Universal Literacy System*[®] supplemented with *Voyager Passport*[™]:

- Richmond County third grade students with Speech Impairments increased their weekly reading fluency gain to 1.2 wpm/wk.
- This fluency gain is greater than expected for third grade students performing at grade level.



*69% of students are eligible for free/reduced lunch

Expect Results in Special Education

Oxford, Alabama

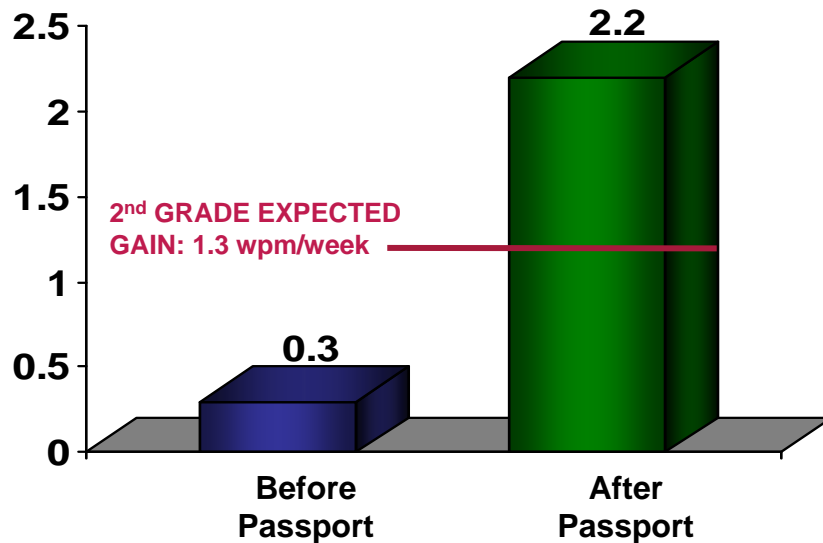


Oxford, AL

Second Grade: Special Education

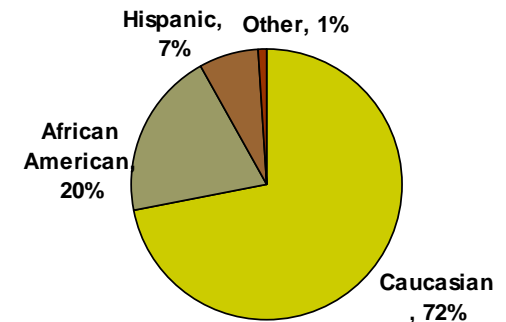


Weekly WPM Gain
2nd Grade Students in Special Education
N = 13



After 26-weeks in Voyager Passport™:

- Oxford Elementary second-graders receiving special education increased their reading fluency growth more than eight times to 2.2 wpm/week.
- This is nearly twice the expected gain for second grade students performing at grade level.



*40% of students are eligible for free/reduced lunch

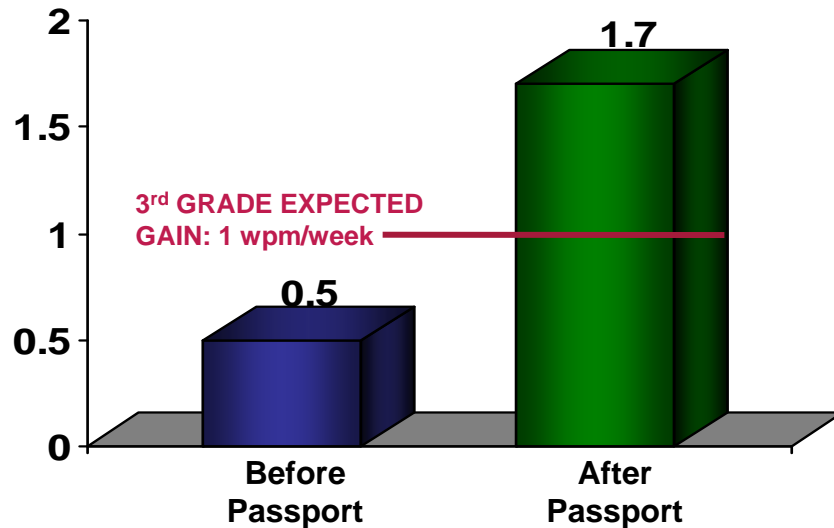
Oxford, AL

Third Grade: Special Education



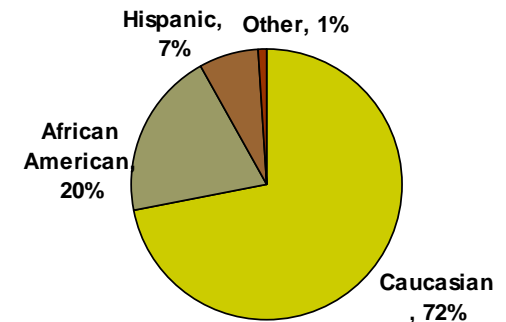
Weekly WPM Gain 3rd Grade Students in Special Education

N = 12



After 26-weeks in Voyager Passport™:

- Oxford Elementary third-graders receiving special education more than tripled their weekly reading fluency gain to 1.7 wpm/wk.
- This is nearly twice the expected gain for third grade students performing at grade level.



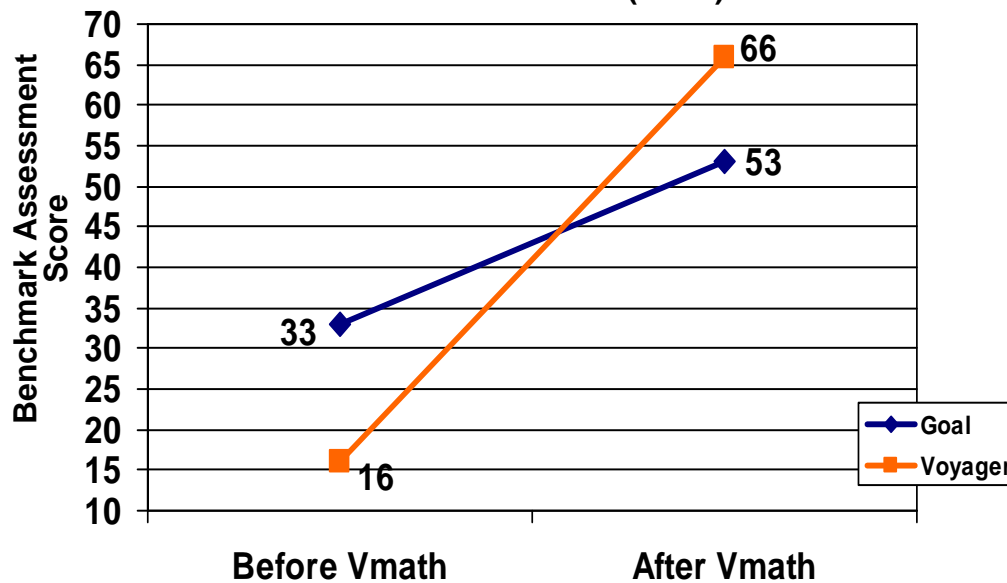
*40% of students are eligible for free/reduced lunch

Oxford, AL – 3rd Grade

Math Gains for Students in Special Education

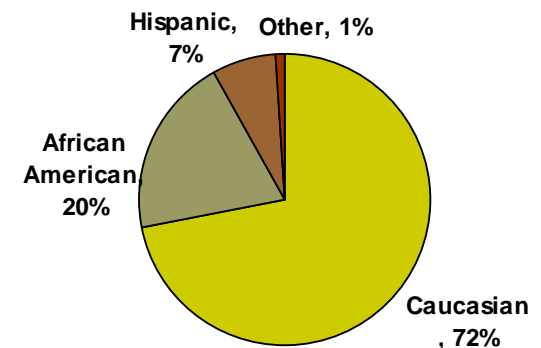


3rd Grade Students in Special Education
Vmath Results (N=15)



Oxford, Alabama third-graders in special education:

- Dramatically improved their computational fluency by gaining an average of 62 points on their benchmark assessment
- Significantly improved their computational fluency, exceeding the grade-level goal and the district average



*40% of students are eligible for free/reduced lunch

Expect Results in Special Education

Miami, Florida

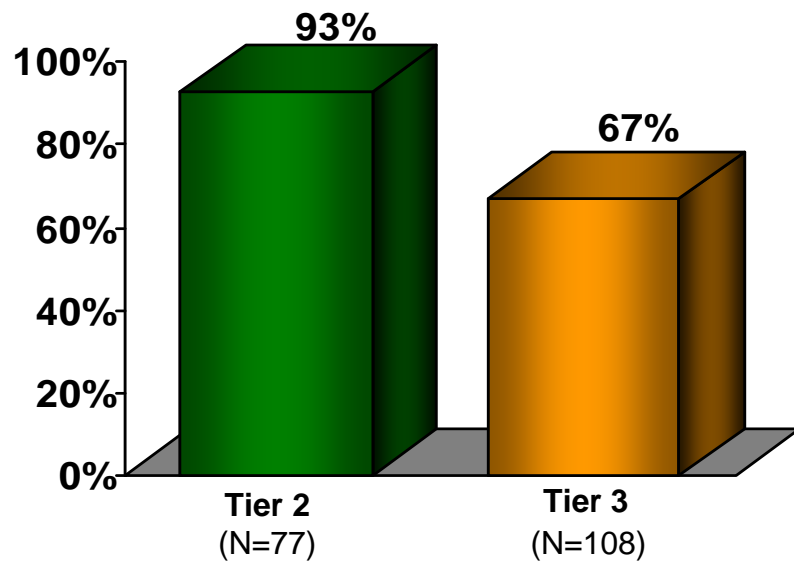


Miami, FL

Third Grade: Tier II and Tier III



**Percent of 3rd Graders
Passing the FCAT**



Miami-Dade chose to implement *Voyager Passport* with ALL Tier II and Tier III third-grade students. After 26-weeks in the program:

- 93% of Tier 2 third grade students passed the 2005 FCAT and were promoted to fourth grade.
- 67% of Tier 3 students who previously failed the FCAT, passed the 2005 FCAT and were promoted to fourth grade.

Expect Results in Special Education

Edinburg, Texas

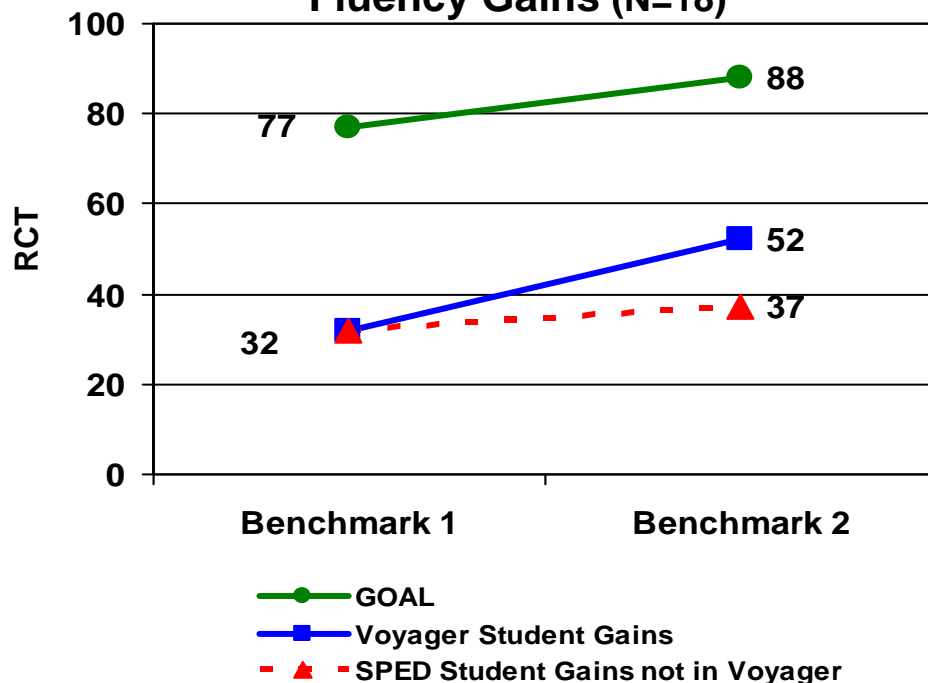


Edinburg, TX

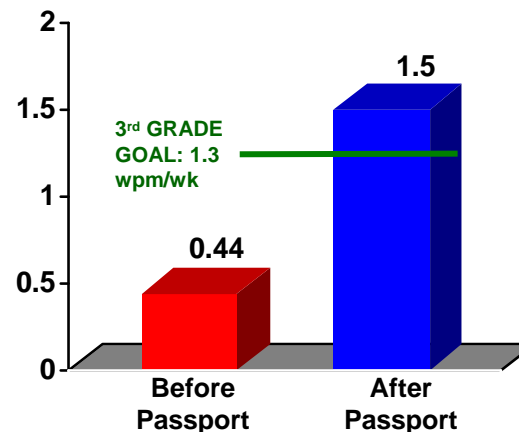
Third Grade: Special Education



**3rd Grade Voyager Passport
Fluency Gains (N=18)**



**Weekly Gain of
Words Per Minute**



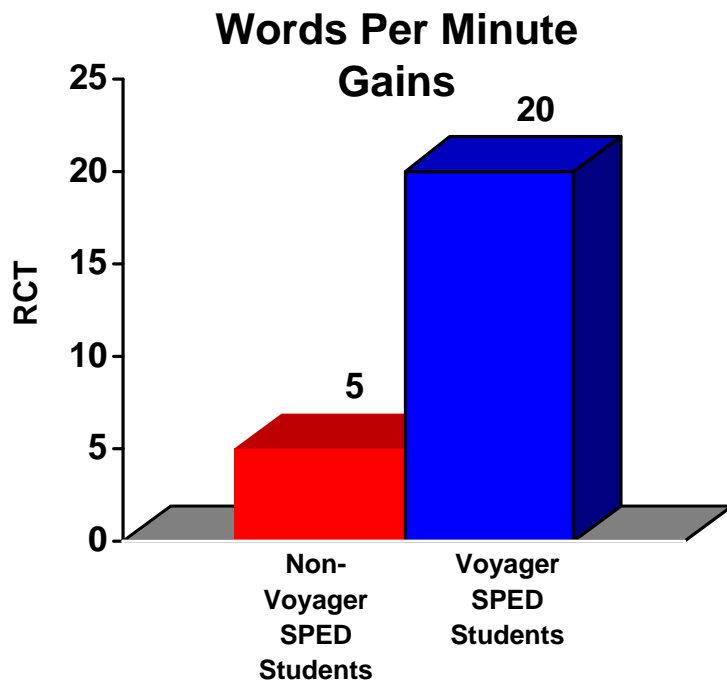
After 13 weeks in *Voyager Passport*, Edinburg Special Education students with learning disabilities:

- Nearly doubled their reading fluency in half a year
- Increased their reading fluency by 20 words per minute
- More than tripled their weekly reading surpassing expected grade level gains

*Edinburg Special Education students not in *Voyager Passport* typically gained 5 wpm during this same period.

Edinburg, TX

Third Grade: Special Education



After 13 weeks of instruction, Edinburg special education third graders :

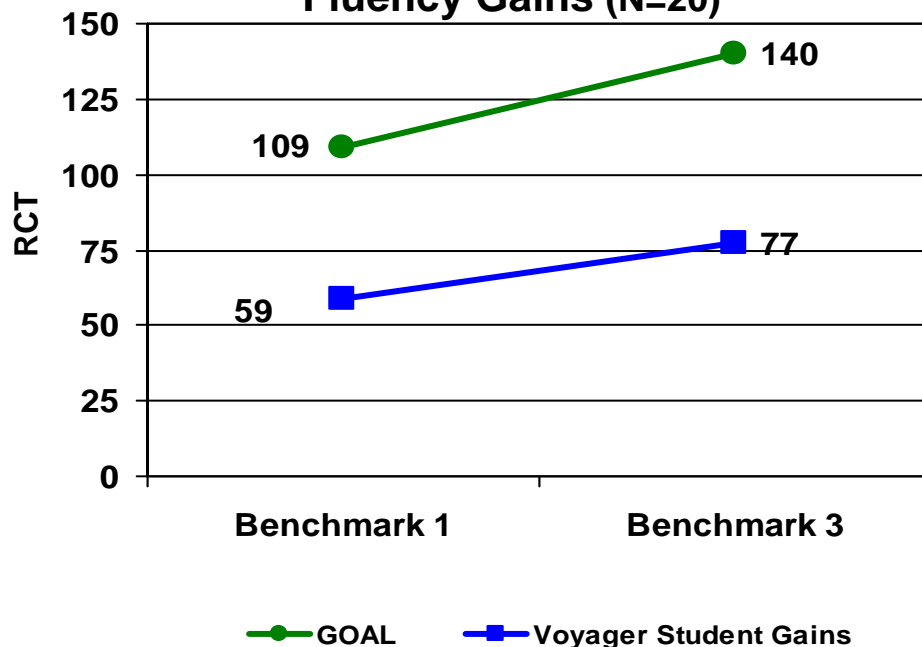
- Enrolled in *Voyager Passport* gained 20 wpm
- Not Enrolled in *Voyager Passport* gained 5 wpm

Edinburg, TX

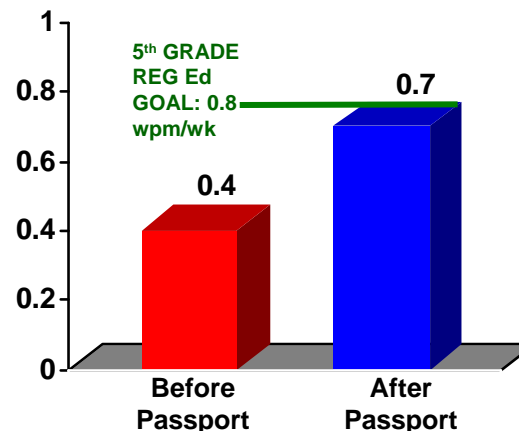
Fifth Grade: Special Education



5th Grade Voyager Passport
Fluency Gains (N=20)



Weekly Gain of
Words Per Minute



After 13 weeks in *Voyager Passport*, Edinburg Special Education fifth grade students with learning disabilities:

- Increased their reading fluency by 18 words per minute
- Increased their weekly reading fluency gains, nearly reaching grade level goal for regular education students

Expect Results in Special Education

Orlando, Florida

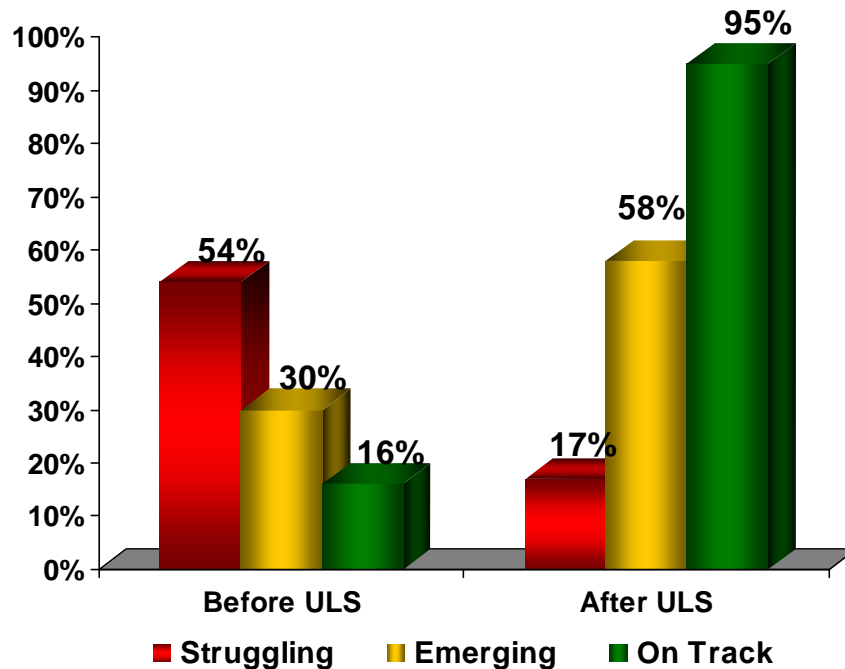


Orlando, FL – Kindergarten

Reading Gains for Students Receiving Special Education

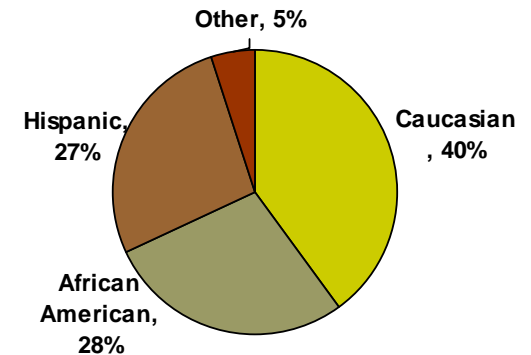


**Kindergarten to First Grade (N=298)
Students Receiving Special Education**



After three semesters in the Voyager Universal Literacy System®:

- Orange County first graders receiving special education increased from 16% reading on track to 95% reading on track.
- The number of students struggling with reading decreased from 54% to 17%.



*42% of students are eligible for free/reduced lunch

Expect Results in Special Education

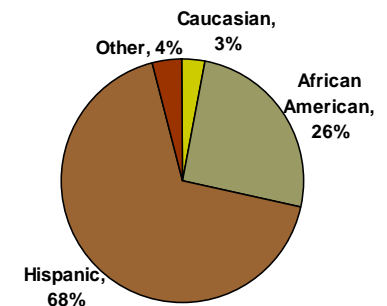
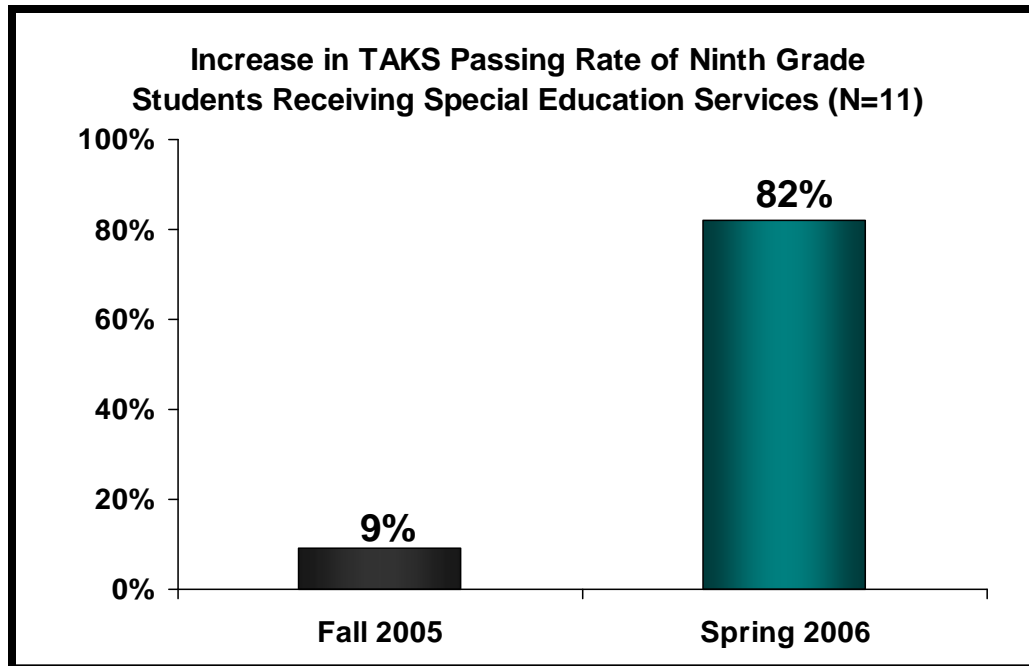
Dallas, Texas





W.T. White - Dallas, TX: 9th Grade

Students Receiving Special Education Services Increase Their TAKS Passing Rate

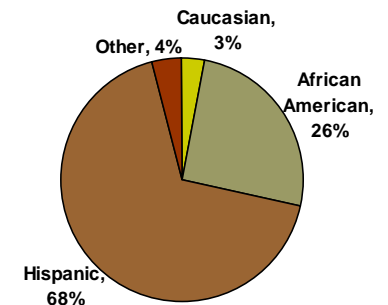
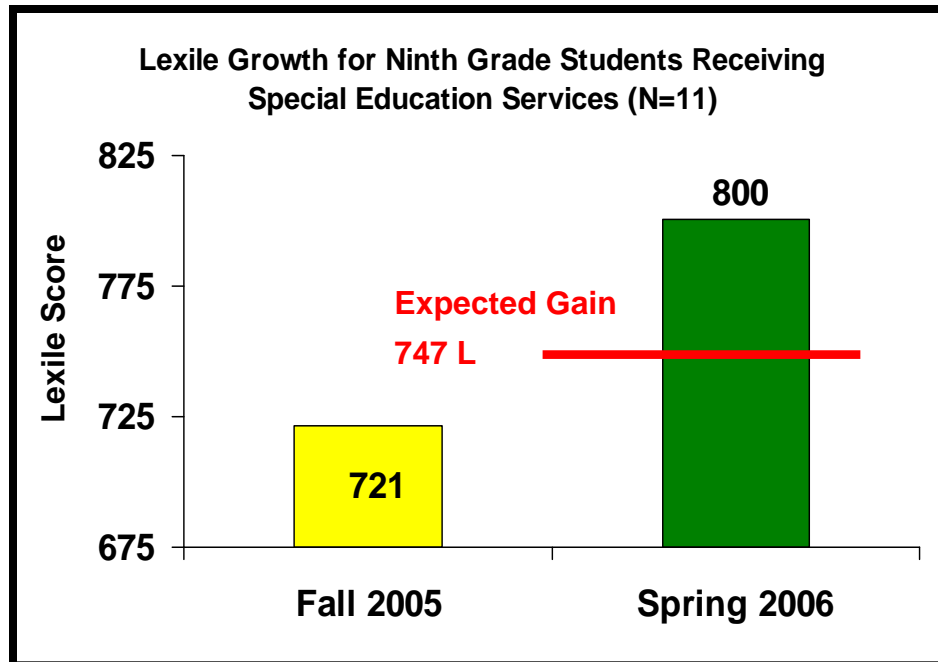


*61% of students are eligible for free/reduced lunch



W.T. White - Dallas, TX: 9th Grade

Ninth-Graders Receiving Special Education Services More than Doubled Expected Lexile® Gains



*61% of students are eligible for free/reduced lunch

Expect Results RTI

Mountain View, California

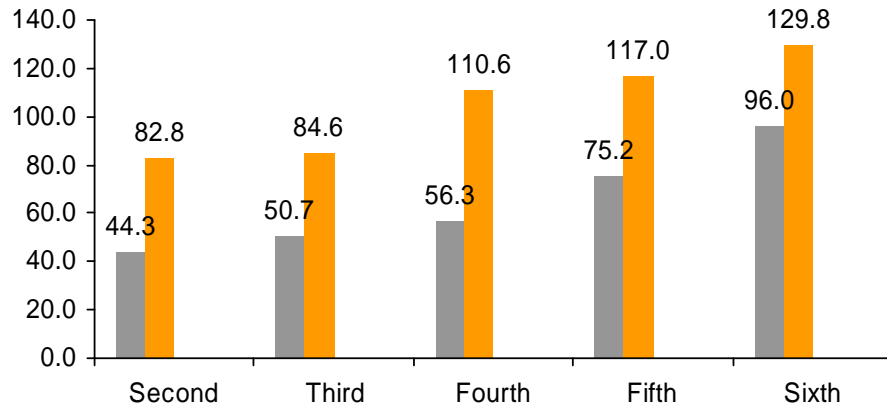




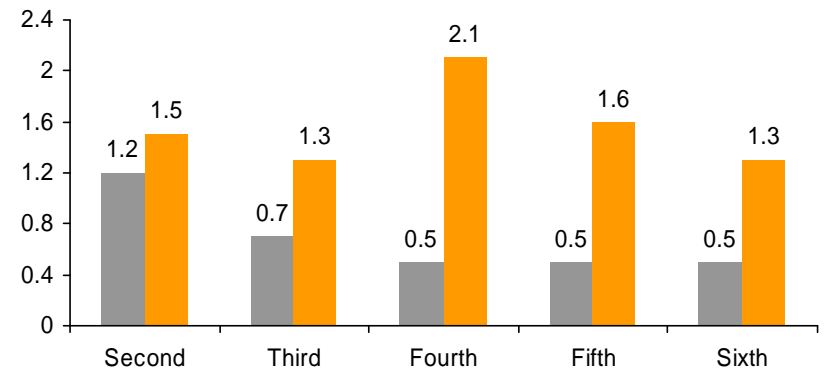
Mountain View, CA – RTI

Mountain View School District chose *Voyager Passport* as the intervention program for students considerably below grade level in 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. .

Fluency Growth by Grade Level



Increase in Average Weekly Words per Minute Read



Voyager Passport students in each grade level made significant increases in their fluency rates.

Expect Results RTI

Newport Mesa, California

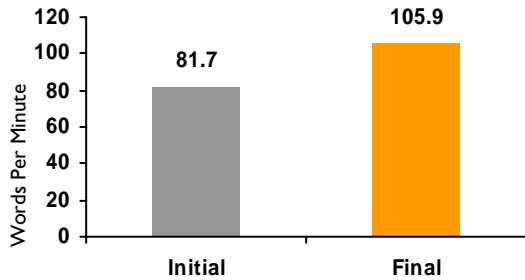




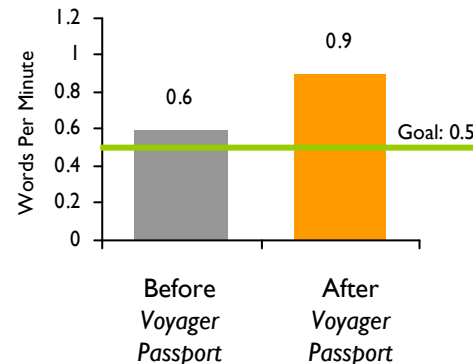
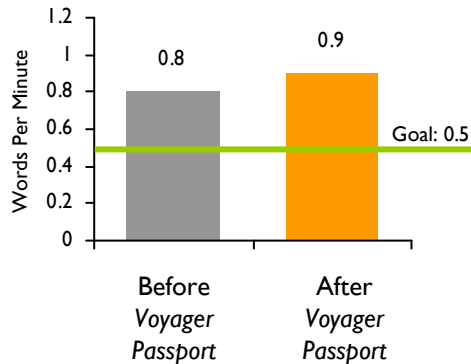
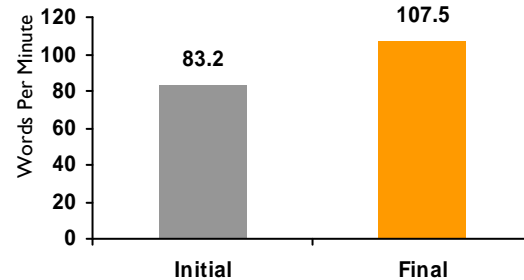
Newport Mesa, CA – RTI

Newport Mesa Unified School District chose *Voyager Passport* as the intervention program for elementary school students reading considerably below grade level. The district aggressively implemented the program 45 minutes a day, five days a week to see powerful growth as measured by Reading Connected Text.

Fourth Grade Fluency Growth



Fifth Grade Fluency Growth



(N=105)

Expect Results Special Education

Palmdale, California

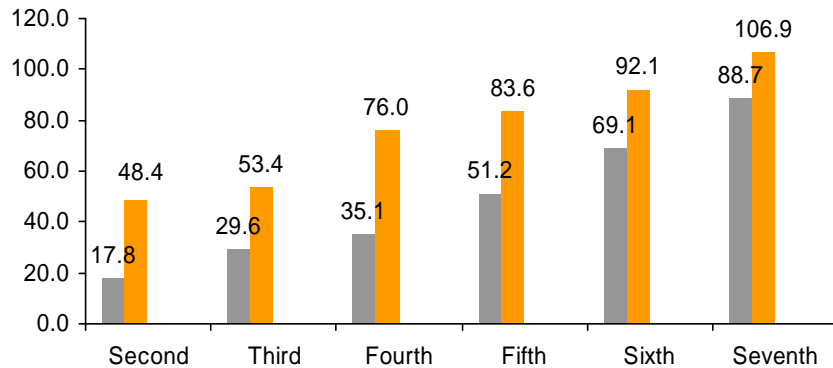




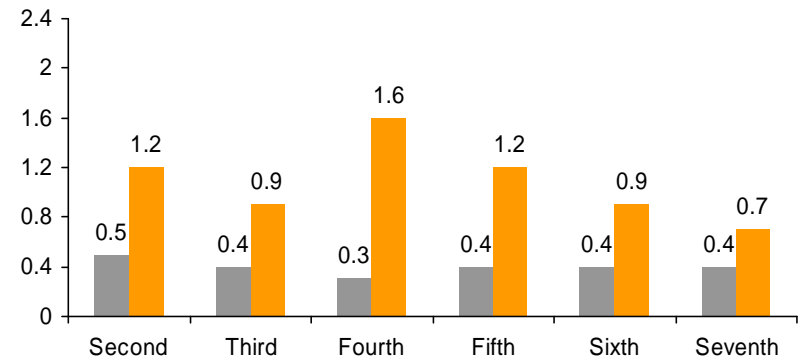
Palmdale, CA – Special Education

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



Increase in Average Weekly Words per Minute Read



Voyager Passport students in each grade level made significant increases in their fluency rates.

Expect Results Special Education

Lake Elsinore, California

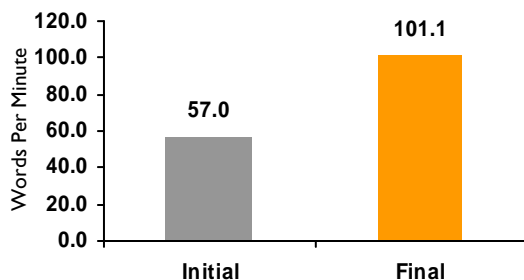


Lake Elsinore, CA Special Education

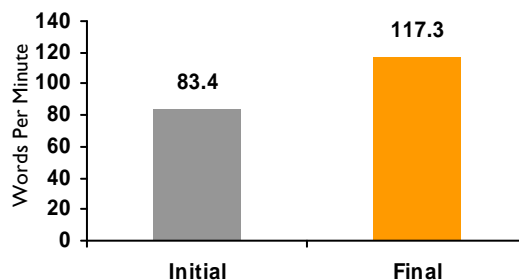


Lake Elsinore Unified School District chose *Voyager Passport* as the intervention program for middle school students considerably below grade level. The district aggressively implemented the program twice a day for 50 minutes, five days a week to see powerful growth as measured by Reading Connected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

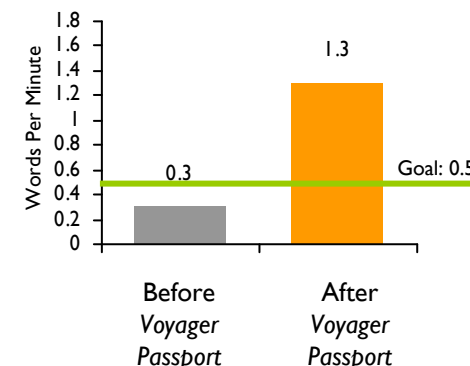
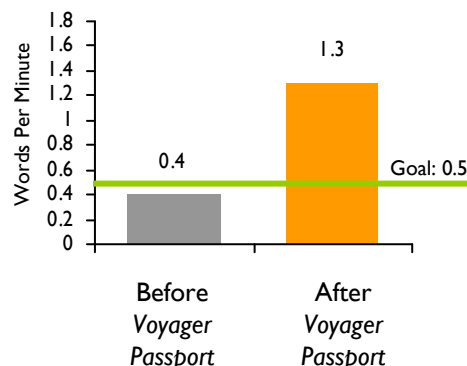
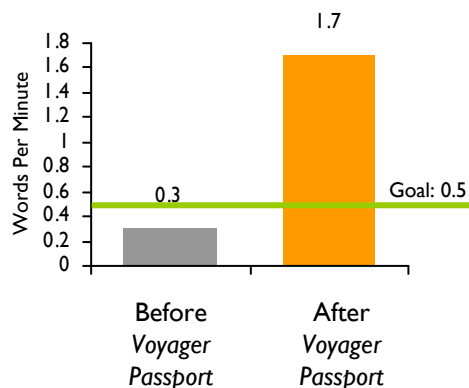
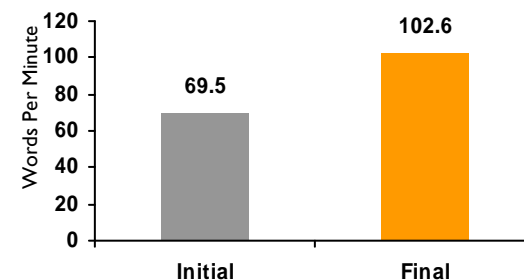
Sixth Grade Fluency Growth



Seventh Grade Fluency Growth



Eighth Grade Fluency Growth



(N=122)

Expect Results Special Education

Los Angeles, California

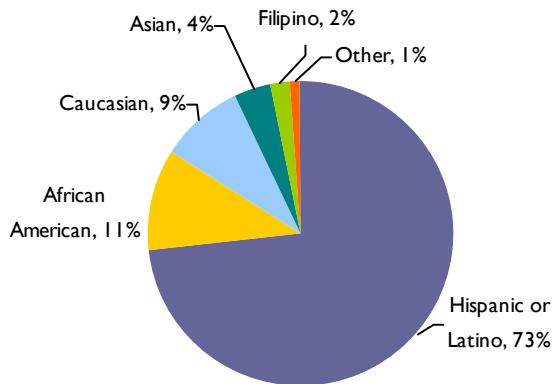


Los Angeles, CA Implementation Details

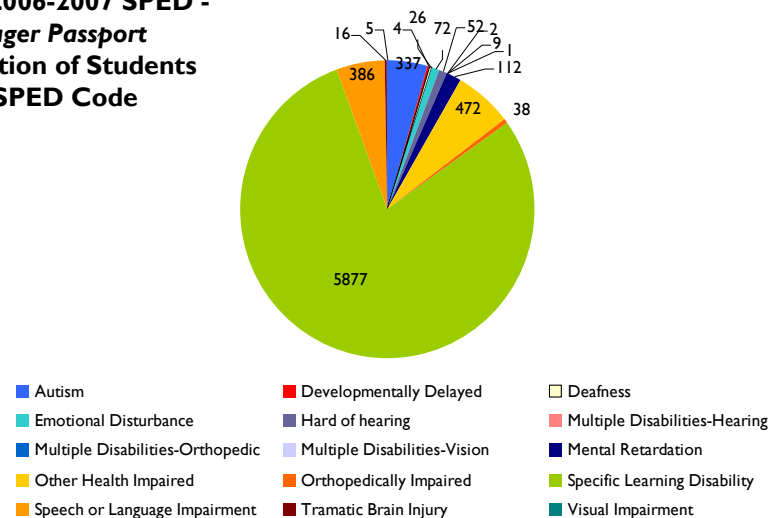


- Los Angeles Unified School District (LAUSD) chose *Voyager Passport* as the prescribed English Language Arts intervention program for 6,234 students receiving special education services at targeted elementary and middle schools.
- Throughout the implementation, student progress was measured and monitored using Reading Connected Text (RCT), a one-minute oral reading fluency indicator.
- 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



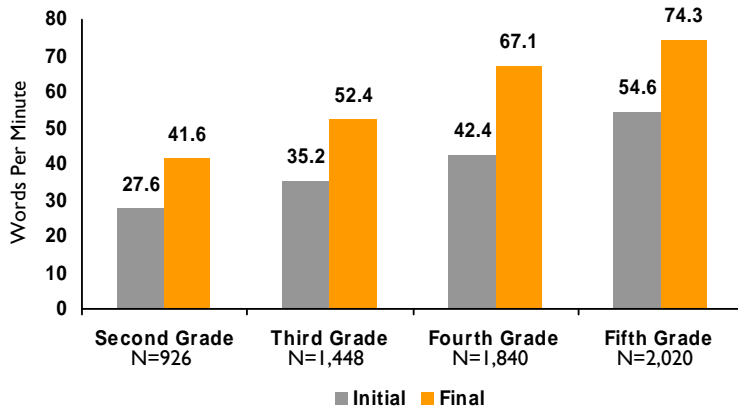
**LAUSD 2006-2007 SPED -
Voyager Passport
Distribution of Students
by SPED Code**



- Autism
- Emotional Disturbance
- Multiple Disabilities-Orthopedic
- Other Health Impaired
- Speech or Language Impairment
- Developmentally Delayed
- Hard of hearing
- Multiple Disabilities-Vision
- Orthonopedically Impaired
- Tramatic Brain Injury
- Deafness
- Multiple Disabilities-Hearing
- Mental Retardation
- Specific Learning Disability
- Visual Impairment

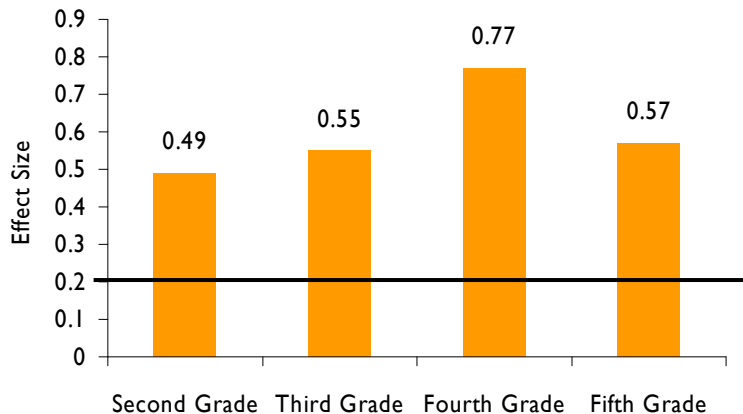
Los Angeles, CA

Special Education RCT Growth by Grade Level



Across all participating grades, students in *Voyager Passport* made impressive fluency gains, significantly increasing the average number of words read per minute.

Effect Size by Grade Level



The effect sizes for LAUSD students receiving Special Education services are educationally meaningful, and statistically significant ($p < .001$).

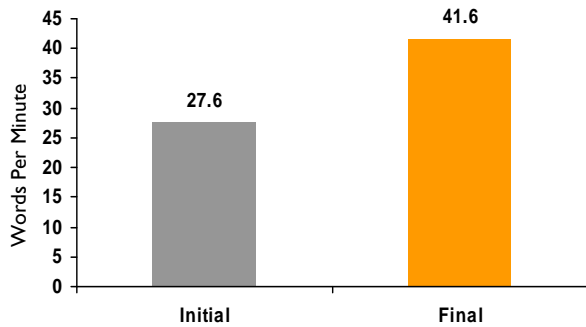
Effect size of .20 is small, .50 is moderate, and .80 is large (Cohen, 1988). Effect sizes of .30 or larger are considered educationally meaningful. The black line denotes the .30 mark.

Los Angeles, CA

Second Grade: SPED

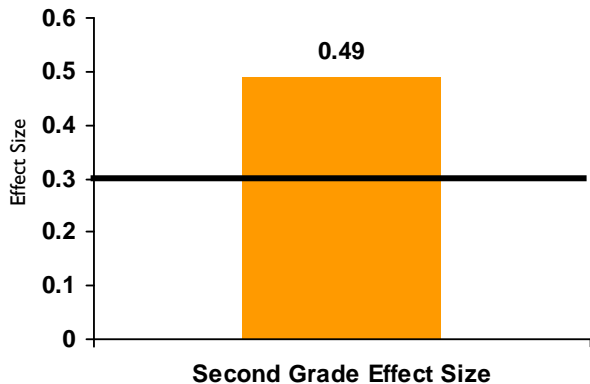


Second Grade RCT Growth



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

Second Grade Effect Size



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

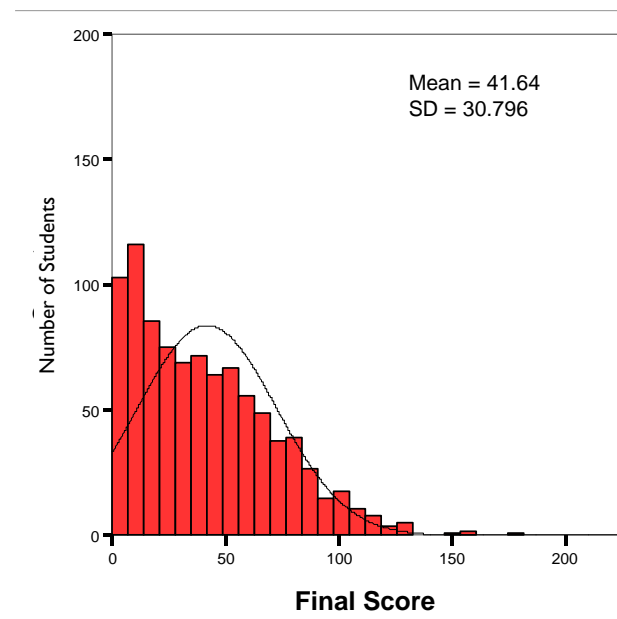
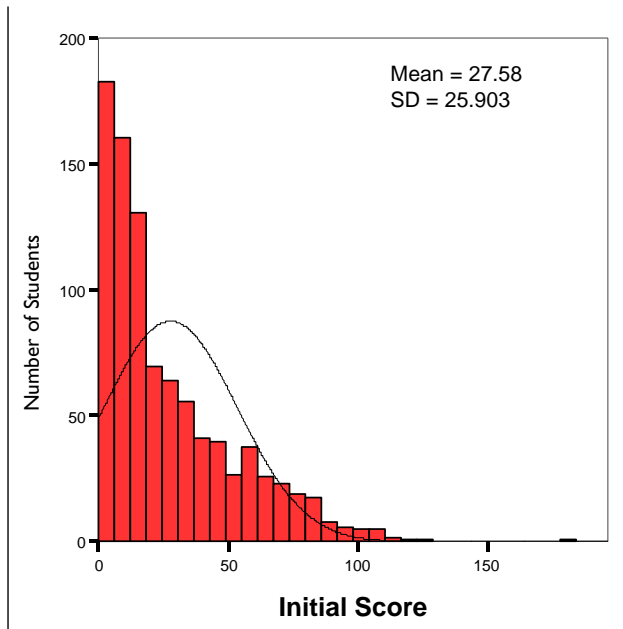
Effect size of .20 is small, .50 is moderate, and .80 is large (Cohen, 1988). Effect sizes of .30 or larger are considered educationally meaningful. The black line denotes the .30 mark.

Los Angeles, CA

Second Grade: SPED



To illustrate the movement of scores, the histograms below show the number of students in each score range of Initial RCT Scores and the 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.

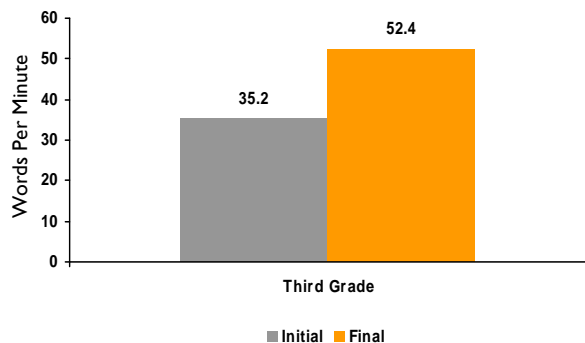


Los Angeles, CA

Third Grade: SPED

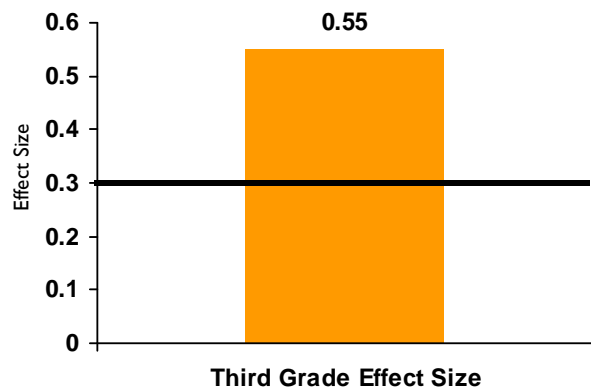


Third Grade RCT Growth



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

Third Grade Effect Size



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

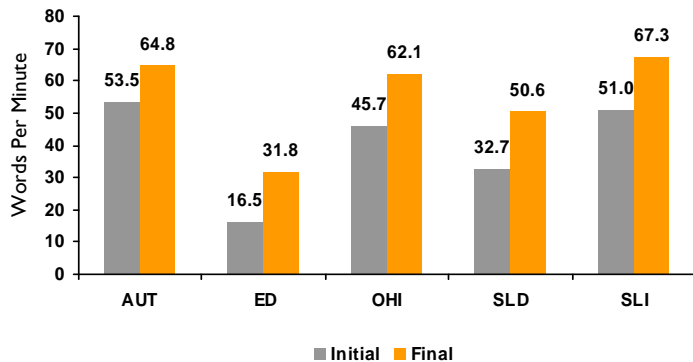
Effect size of .20 is small, .50 is moderate, and .80 is large (Cohen, 1988). Effect sizes of .30 or larger are considered educationally meaningful. The black line denotes the .30 mark.

Los Angeles, CA

Third Grade: SPED



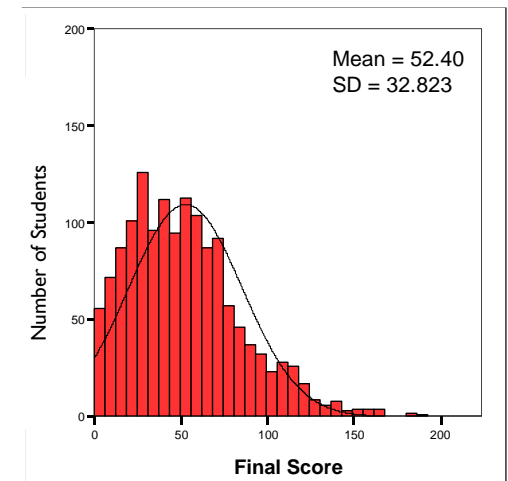
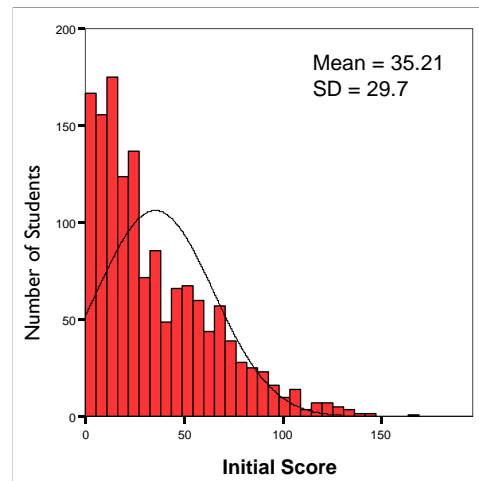
Third Grade RCT Growth by IEP Classification Codes



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

- 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

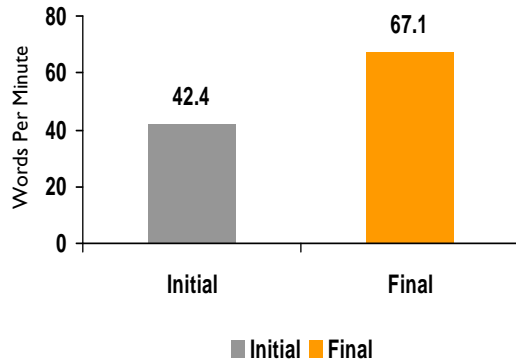
To illustrate the positive movement of fluency scores, the histograms below show the counts in each word-per-minute range of Initial RCT Scores and the Final RCT Scores for third grade students receiving Special Education services in LAUSD. The graphs demonstrate RCT scores increased from being asymmetrical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



Los Angeles, CA Fourth Grade: SPED

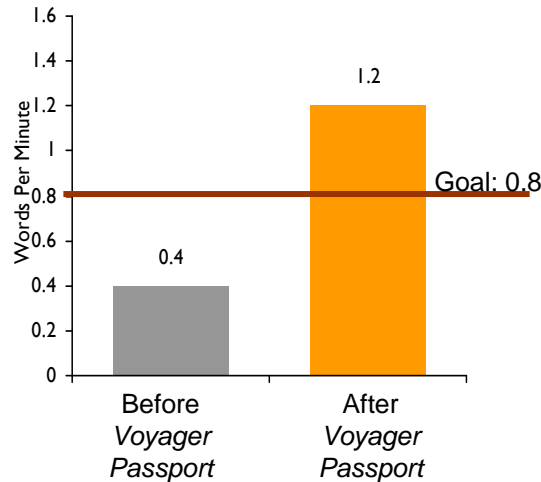


Fourth Grade RCT Growth



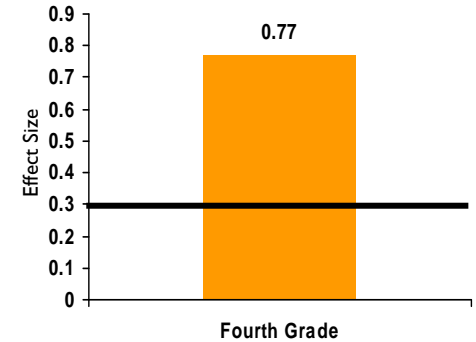
Fourth grade students in *Voyager Passport* increased the average number of words read per minute by 24.7 words during the 21 week intervention.

Fourth Grade WPM Per Week Growth



Before *Voyager Passport*, the average word per minute per week rate for fourth 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.

Fourth Grade Effect Size



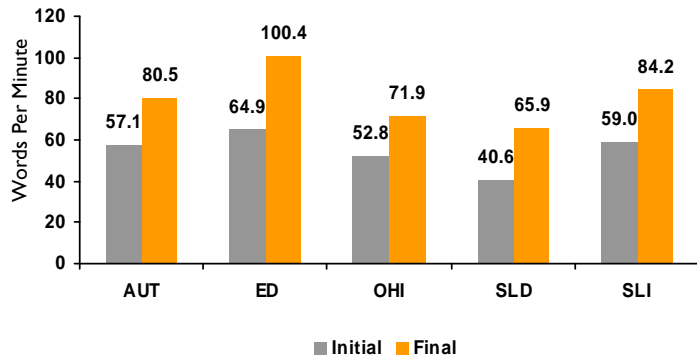
Effect size of .20 is small, .50 is moderate, and .80 is large (Cohen, 1988). Effect sizes of .30 or larger are considered educationally meaningful. The black line denotes the .30 mark.

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

Los Angeles, CA Fourth Grade: SPED



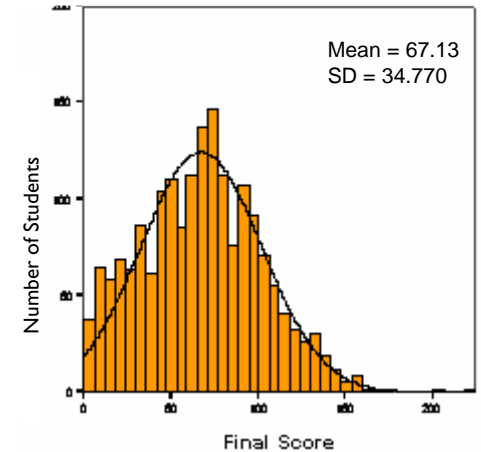
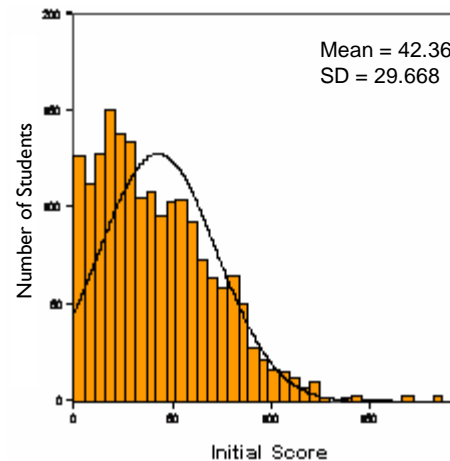
Fourth Grade RCT Gains for Students by IEP Classification Codes



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

- 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

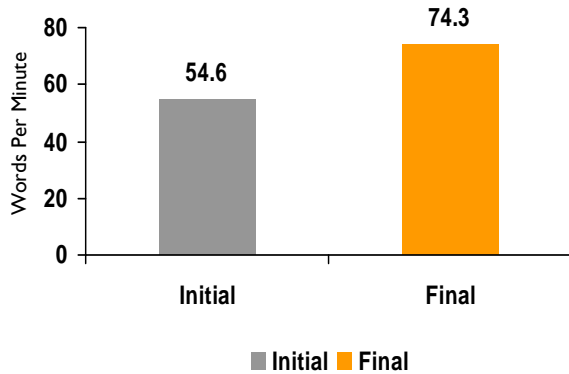
To illustrate the increase in words per minute as measured by RCT, the histograms below show the number of scores in each range for the Initial RCT Score and the Final RCT Score for fourth grade students receiving Special Education services in LAUSD. The graphs show RCT scores increased from clustering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



Los Angeles, CA Fifth Grade: SPED

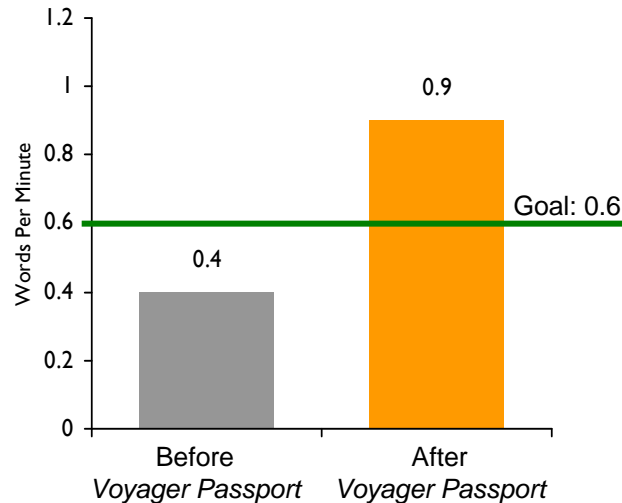


Fifth Grade RCT Growth



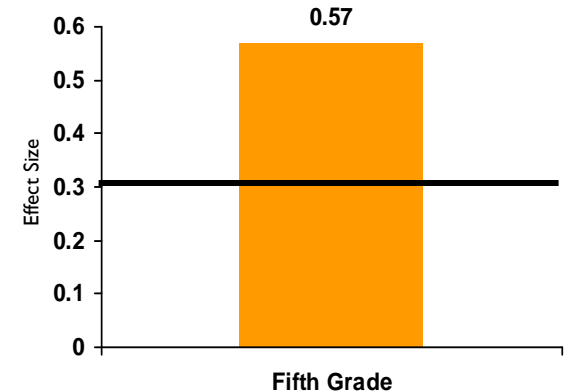
Fifth grade students in *Voyager Passport* increased the average number of words read per minute by 19.7 words during the 21 week intervention.

Fifth Grade WPM Per Week Growth



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.

Fifth Grade Effect Size



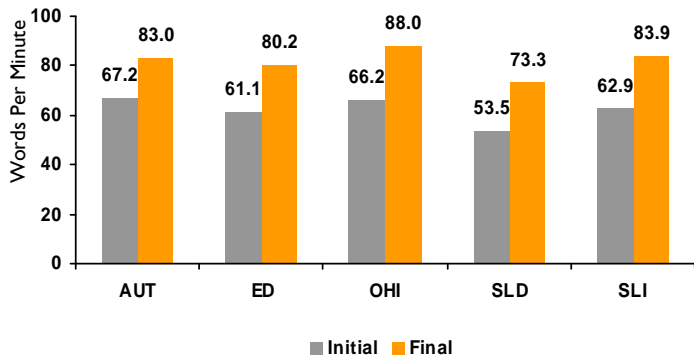
Effect size of .20 is small, .50 is moderate, and .80 is large (Cohen, 1988). Effect sizes of .30 or larger are considered educationally meaningful. The black line denotes the .30 mark.

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

Los Angeles, CA Fifth Grade: SPED



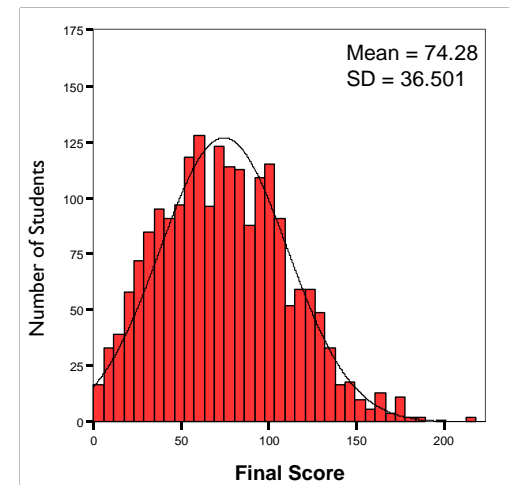
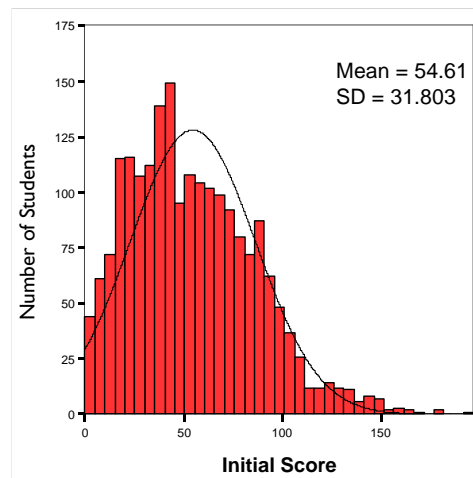
Fifth Grade RCT Growth for Students by IEP Classification Codes



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

- 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

To illustrate the movement of scores, the histograms below 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.



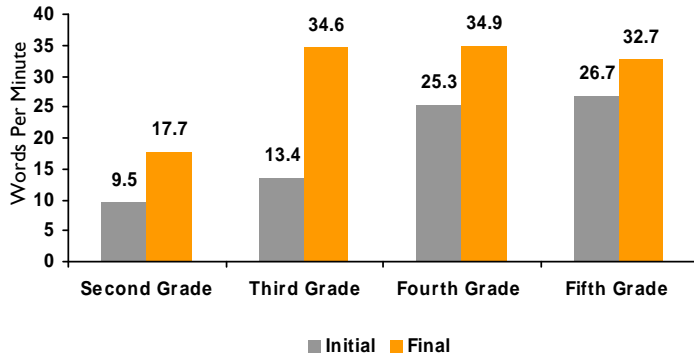


Los Angeles, CA

- 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.

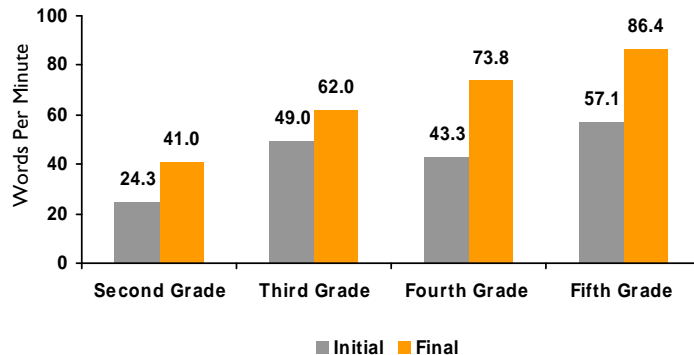
Los Angeles, CA

RCT Growth for *Voyager Passport* Students with Deafness



- 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.

RCT Growth for *Voyager Passport* Students Hard of Hearing



- 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.

Expect Results Special Education

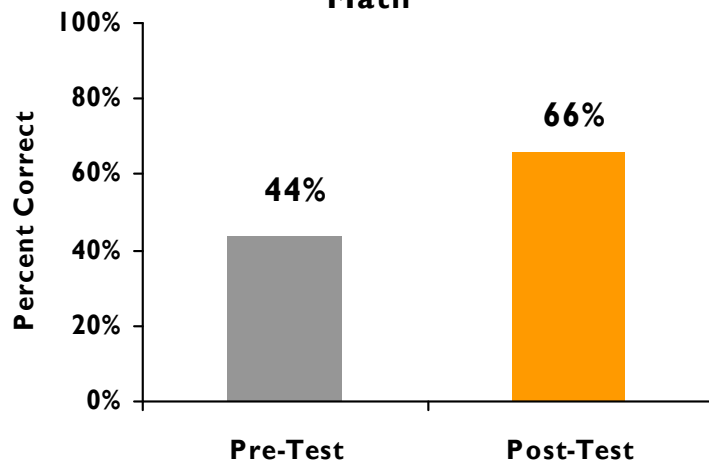
Campbell Union, California



Campbell Union, CA – RTI

Every summer, 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). The district began implementing Voyager’s *Vmath* Summer Adventure in summer 2006.

Third-Grade Summer Gains in Math



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

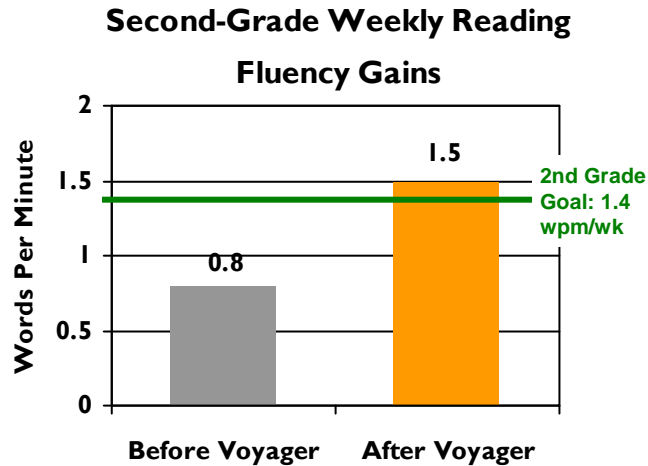
“By providing our teachers with easy to use materials and focused professional development, we were able to use our limited time with our students to their full advantage. Teachers were universally thrilled with the ease of use and the strides their students made.”

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

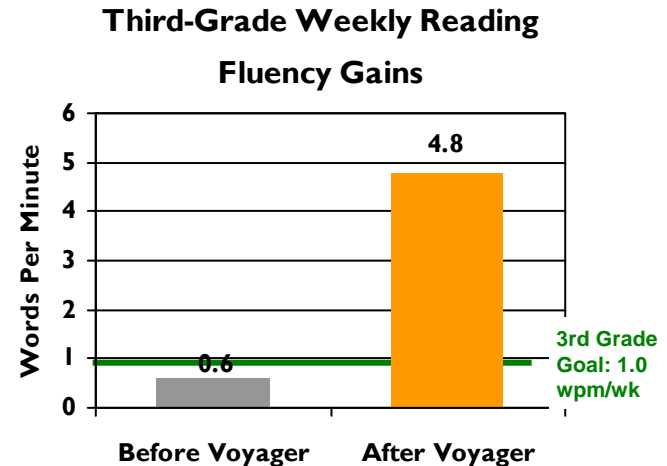


Campbell Union, CA – RTI

The District also chose to implement Voyager’s *TimeWarp Plus* second- through sixth-graders program along with *Vmath*. After four weeks in *TimeWarp Plus*, Campbell Union students significantly improved their reading fluency and ended the summer closer to grade level goal.



Second-graders nearly doubled their weekly reading fluency, finishing the summer well above grade-level goal.



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

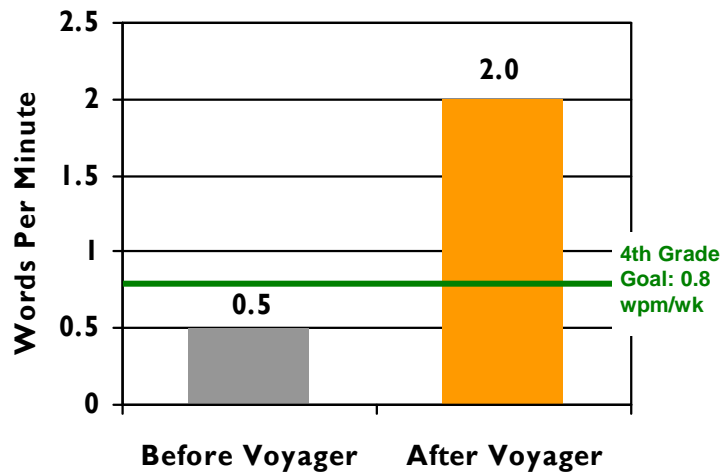
“The students in the programs were enthusiastic about summer school and eager to attend. Office referrals as well as teacher absence rates went down. Our initial data from using the Voyager programs was very promising. We saw growth in our students at all grade levels. We are anxious to continue our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

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

Campbell Union, CA – RTI

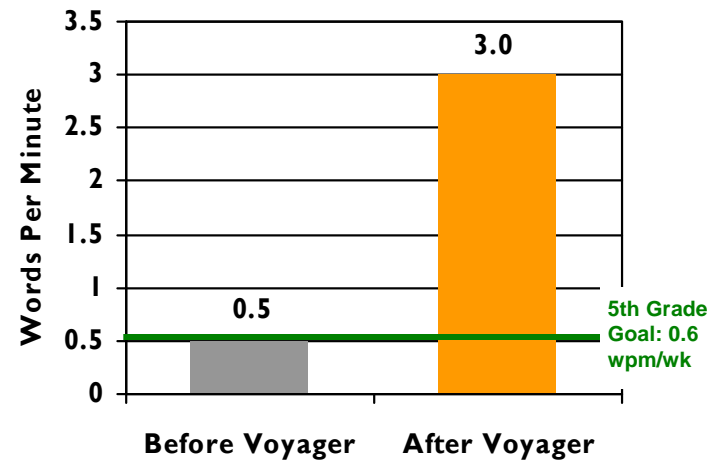


Fourth-Grade Weekly Reading Fluency Gains



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

Fifth-Grade Weekly Reading Fluency Gains

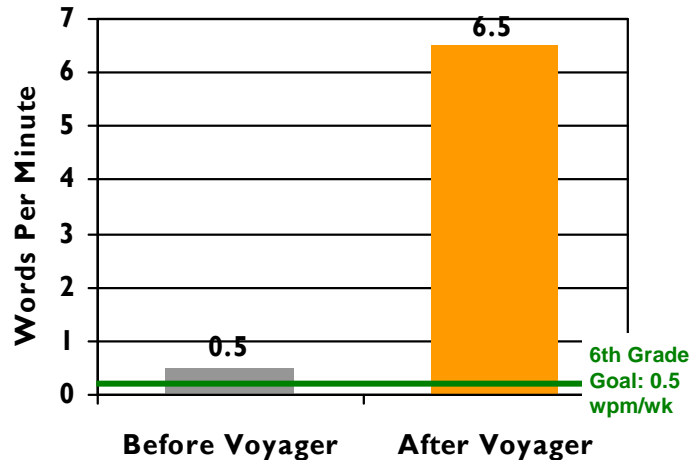


Fifth-graders increased their weekly reading fluency more than six times, finishing the summer well above grade-level goal.

Campbell Union, CA – RTI

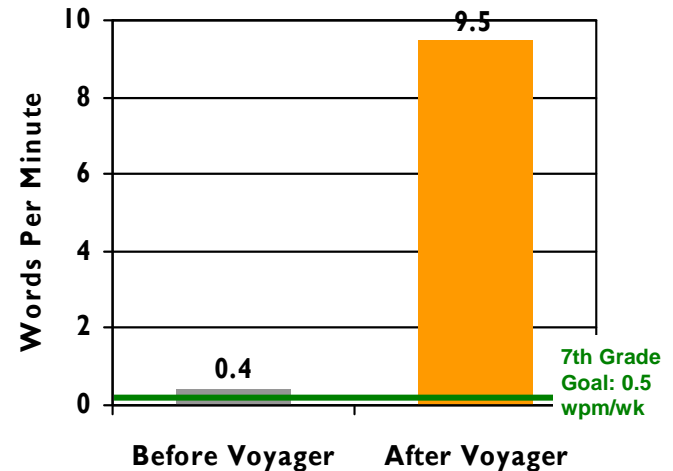


Sixth-Grade Weekly Reading Fluency Gains



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.

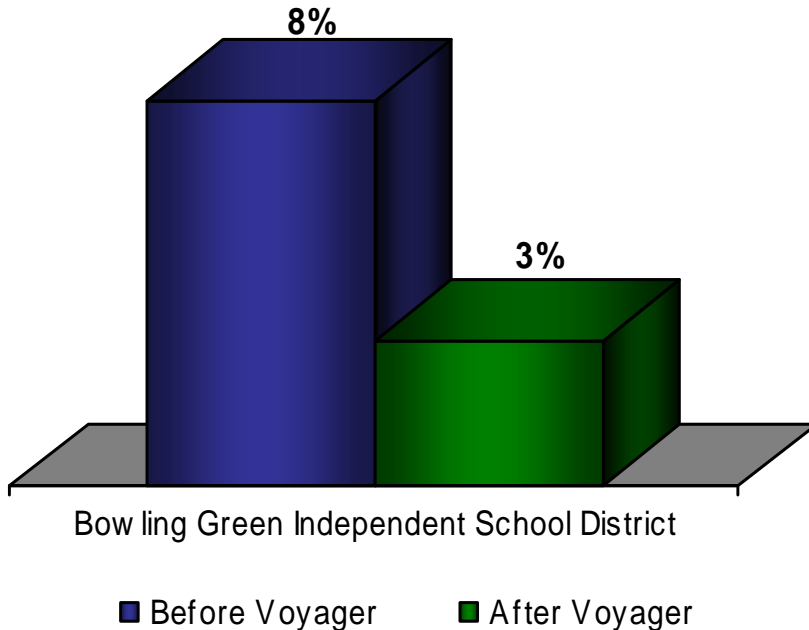
Special Education Referral Reduction

Students identified for Special Education in Voyager
Programs

Bowling Green, KY Referral Reduction

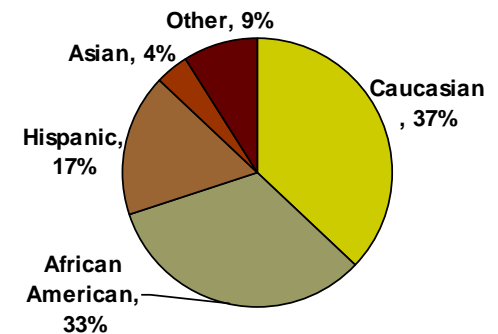
K-6 Special Education Referral Rates

N=311



In 2005-2006, more than 500 students at Bowling Green ISD were assessed to determine if they were at risk in reading.

- 311 of these students were selected to receive Voyager Passport.
- Bowling Green experienced a 63% decrease in the number of students referred for special education services.

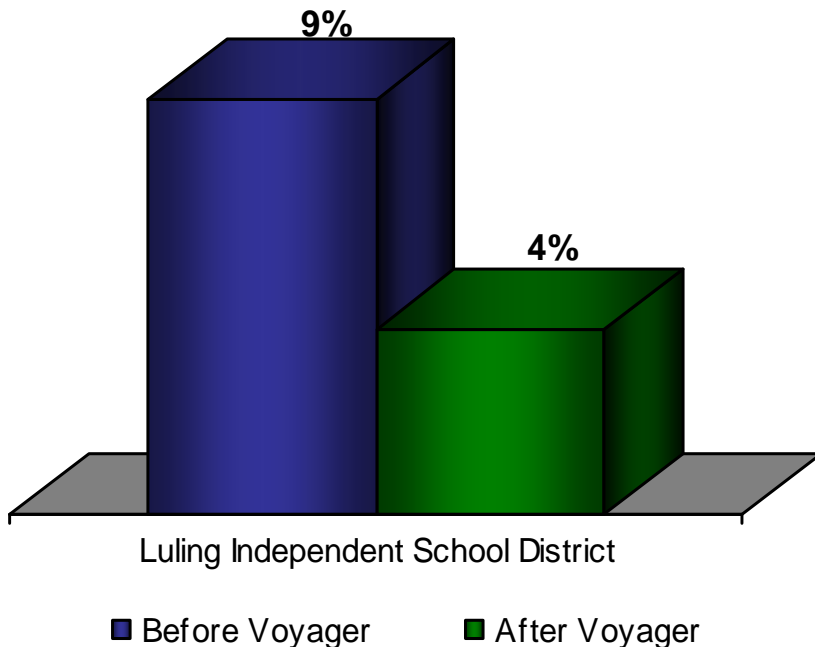


***91% of students are eligible for free/reduced lunch**

Luling, Texas

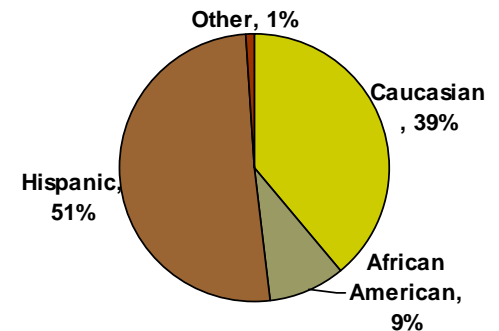
Referral Reduction

K-3 Special Education Referrals N=435



In 2005-2006, more than 500 students at Luling ISD in Luling, Texas, were assessed to determine if they were at risk in reading.

- 435 of these students were selected to receive Voyager Passport™.
- Luling experienced a 66% decrease in the number of students referred for special education services.



***64% of students are eligible for free/reduced lunch**