

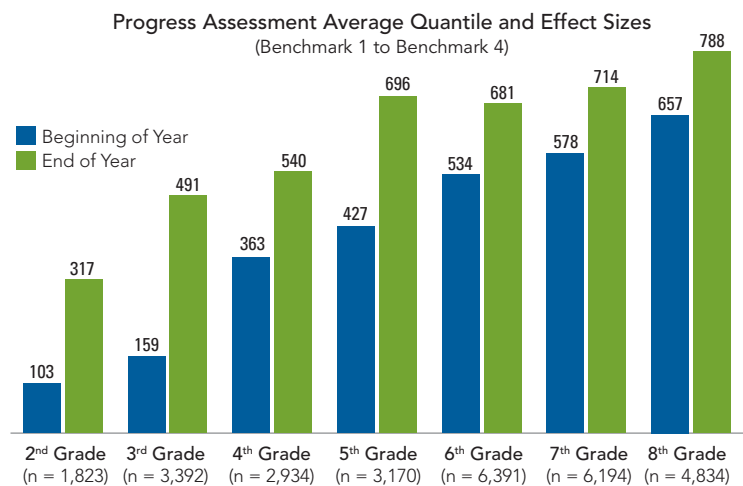
## GROUNDING IN RESEARCH

*Vmath* Third Edition stems from a strong research foundation as well as the strong instructional approach of previous editions of *Vmath*, which have been validated in schools across the country. The three snapshots here show evidence of effectiveness for *Vmath* Second Edition.

### 42 States and 262 Districts: Grades 2–8; 3-Year Cohort—2009–2012

In a nationwide study, students enrolled in *Vmath* increased their overall proficiency as measured by the Progress Assessments. Administered four times a year in the Second Edition, the Progress Assessments indicate students' optimal learning range and monitor progress toward grade-level goals. The Progress Assessments yield a Quantile score based on the Quantile Framework® for Mathematics.

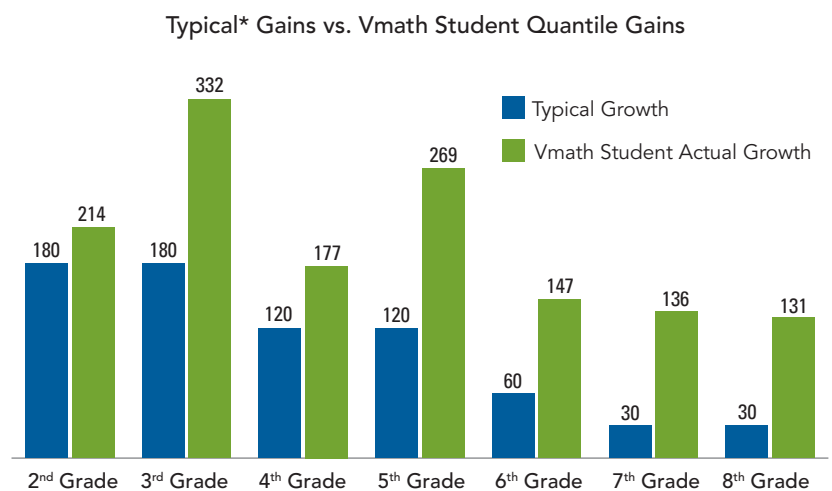
**Vmath Students Make Significant Quantile Gains**



**QUANTILE GAINS**

↑214Q   ↑332Q   ↑177Q   ↑269Q   ↑147Q   ↑136Q   ↑131Q

**Vmath Students Exceed Typical\* Quantile Growth to Close the Achievement Gap with Grade-Level Peers**



\*These are typical results for an average student at the 50th percentile over 30 weeks based on research from MetaMetrics®.

## Oklahoma Statewide: Impact of Vmath on Student Math Performance

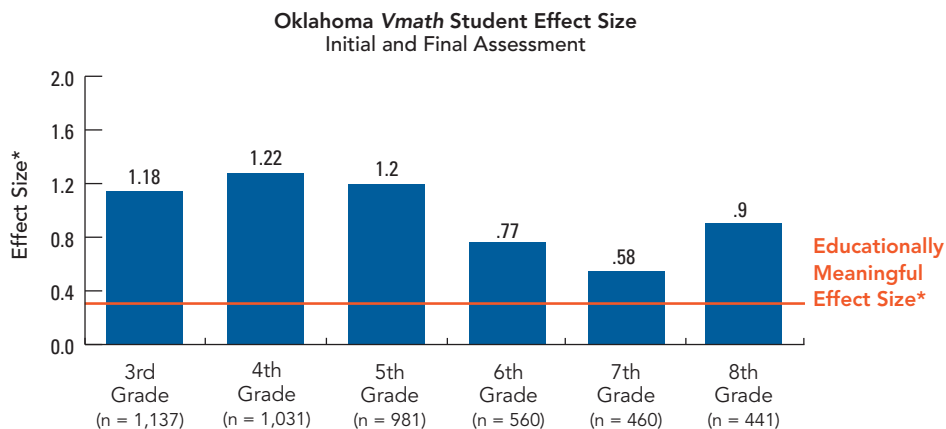
During the 2008–2009 school year, Oklahoma students in grades 3–8 demonstrated meaningful math gains after 26 weeks. Students rapidly accelerated their math skills and improved their overall math achievement.

### Key Details

Grade Levels: 3–8

Instructional Period: 2008–2009

Measures: Initial and Final Assessment



## El Paso ISD, TX: Performance Gain on TAKS Math Section

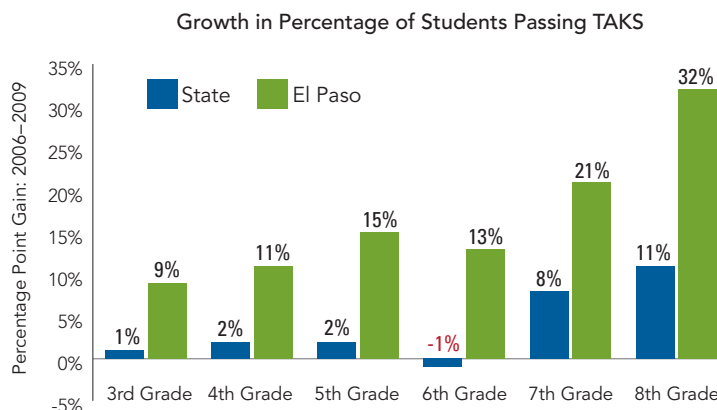
El Paso ISD began implementing Vmath in the 2005–2006 school year to boost student achievement in math. After four years with the program, each grade made substantial gains and has outperformed the state as measured by the percentage of students passing the state assessment between 2006 and 2009.

### Key Details

Grade Levels: 3–8

Instructional Period: 2005–2009

Measure: Texas Assessment of Knowledge and Skills (TAKS)



For more results, visit the “Proven Success” page at [www.voyagersopris.com/vmath](http://www.voyagersopris.com/vmath)

\*Effect sizes were calculated using the Initial and Final Assessment scores. Effect sizes (for differences expressed as means) of 0.2 are considered small, 0.5 are medium, and 0.8 are large (Cohen, 1988). An effect size of 0.3 is considered to be educationally meaningful.