

Program Features:

Oral language, phonological awareness, phonics, fluency, vocabulary and comprehension

Contract Starts: 2025

Contract Ends: 2030

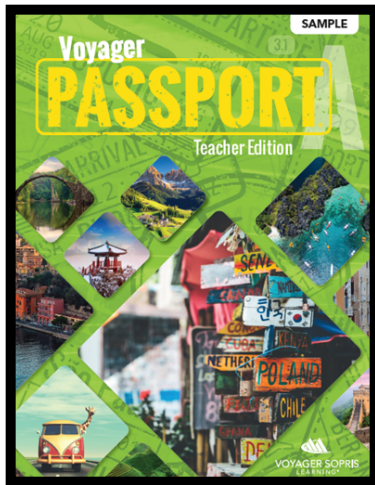
Bid ID: 1053

Bid Cycle: 2024-2025 K-3 English Language Arts Intervention Materials

Grade Level: K

Submitted By: Amy Otis

Submitted On: 6/11/2024 1:34:54 PM

Instructional Materials Image:

Organization Registration (IM5)

Company Name: Lexia Voyager Sopris Inc.

FEID / EIN: 84-0770709

Division: Lexia Voyager Sopris Inc.

Status: Active

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City: Dallas

State: Texas

Zip / Postal Code: 75287

Country: United States

Questionnaire (IM8)

Authors & Credentials: List full name of author(s), with major or senior author listed first. Briefly provide credentials for each author.

Answer: Lexia Voyager Sopris Inc. developed Voyager Passport with advice and input from a team of leading literacy researchers and experts, including the following:

- María Elena Argüelles, Ph.D. is an educational consultant who provides support to states, districts, and schools in their implementation of effective reading instruction for young English language learners (ELs) and struggling learners. Dr. Argüelles is the coauthor of several publications and a consultant to publishers that develop programs for struggling readers and ELs. In addition, she has teaching experience at the public school level as well as at the undergraduate and graduate levels. Her primary areas of interest are early reading instruction, students with reading difficulties, and reading instruction for ELS.
- Anne Cunningham, Ph.D. served as the UC Berkeley director of the Joint Doctoral Program in Special Education. She has served as an elected board member of the Society for the Scientific Study of Reading and American Educational Research Association's Division C-Learning and Instruction, as well as a member of the editorial boards of the Journal of Educational Psychology, Reading, and Writing: An Interdisciplinary Journal; The Reading Teacher; and The California Reader.
- Marcia Henry, Ph.D. has 47 years of experience in the field of reading and dyslexia, working as a teacher, diagnostician, tutor, and professor. A past president of the International Dyslexia Association and former director of the Center for Educational Research on Dyslexia at San Jose State University, Henry speaks frequently at conferences and writes for and serves on the editorial boards of several professional journals.
- Janette Klinger, Ph.D. is a professor at the University of Colorado at Boulder and is a former bilingual special education teacher. She has authored or coauthored more than 90 journal articles and book chapters and coauthored or coedited 10 books. In 2007, she coauthored Teaching Reading Comprehension to Students with Learning Difficulties with Sharon Vaughn and Alison Boardman.
- Julia Peyton, Ph.D. joined Voyager Sopris Learning in 2005 after teaching at the University of Oregon with Dr. Roland Good. Dr. Peyton served as a researcher on the DIBELS research team, spent seven years conducting research in the area of effective scientifically based supplementary reading instruction for at-risk populations, and has collaborated on multiple studies in the area of early identification and intervention for reading disabilities under the Office of Special Education Programs. She recently coauthored 7 articles in the area of reading interventions targeting at-risk populations. Dr. Peyton received her Ph.D. in Education from the University of Washington.

Students: Describe the type(s) of students for which this submission is intended.

Answer: Voyager Passport is a reading intervention ideally suited for students in grades K–5 who are reading below grade level. The solution can be used in addition to any core reading program to meet the needs of students in a Response to Intervention (RTI) system or Multi-Tiered System of Support (MTSS). Voyager Passport's flexible instructional model accommodates the diverse academic needs of all learners, enabling educators to adapt the level of instructional intensity for each student.

Through our proven approach, Voyager Passport helps teachers accelerate student achievement by targeting the priority skills and strategies learners need to be fluent, grade-level readers. The program provides explicit instruction in all essential components of reading as well as language and writing.

1. List the Florida districts in which this program has been piloted in the last eighteen months.

Answer: Lexia Voyager Sopris Inc. did not offer any specialized pricing or free pilots to any Florida district in the past 18 months.

2. HOW ARE YOUR DIGITAL MATERIALS SEARCHABLE BY FLORIDA STATE STANDARDS (SECTION 1006.33(1)(E), FLORIDA STATUTES)?

Answer: Our digital books are searchable by standard.

3. IDENTIFY AND DESCRIBE THE COMPONENTS OF THE MAJOR TOOL. The Major Tool is comprised of the items necessary to meet the standards and requirements of the category for which it is designed and submitted. As part of this section, include a description of the educational approach of the submission.

Educational Approach: (The information provided here will be used in the instructional materials catalog in the case of adoption of the program. Please limit your response to 500 words or less.)

Answer: The comprehensive approach to the instruction in Voyager Passport is specific to the research addressing the critical skills of reading. Teacher-led, explicit, systematic and cumulative instruction focuses on oral language, phonological awareness, phonics (and word analysis), fluency, vocabulary, and comprehension as well as writing. Voyager Passport follows the research-based Structured Literacy approach and incorporates a systematic, cumulative progression of daily literacy intervention lessons for grades K–5. Explicit instruction and guided practice are organized in multi-lesson, theme-based Adventures. The instructional design supports diagnostic teaching, including ongoing assessment to determine student mastery and skill-specific reteaching activities based on performance data.

Voyager Passport is a blended learning solution, combining teacher-driven instruction and online practice opportunities. The following components integrate the five essential components of reading into an easy to-deliver, coherent instructional routine that engages students in their learning:

- Teacher-modeled instruction
- Explicit instruction in the five essential components of reading
- Meaningful interaction with language
- Guided practice
- Opportunities for additional practice and reinforcement
- Opportunities for independent practice
- Corrective feedback
- Differentiation

Major Tool – Student Components: Describe each of the components, including a format description.

Answer: Voyager Passport Student Reading Packs offer materials for students to engage in meaningful teacher-directed instruction, guided practice, and independent practice.

- The Student Book provides opportunities for students to read engaging informational and literary text, build phonics skills, and apply vocabulary and comprehension strategies directly aligned to the daily instruction.
- Manipulatives, such as letter squares, letter trays, reading mats, and write-on boards give students materials to support daily lessons.
- A set of fluency books provides engaging text, scaffolded in length and difficulty, and opportunities for students to track their fluency practice through one-minute timed reading experiences.
- Digital (1-Year Access, Aug-Jul): Level-specific Student eBooks (A & B), Fluency Audio Books, Passport online student resources, and Reading Rangers

Major Tool – Teacher Components: Describe each of the components, including a format description.

Answer: Voyager Passport provides educators with a comprehensive and easy-to-follow experience to create reading intervention success. The comprehensive Teacher Resource Kit includes all of the necessary components needed to effectively teach Voyager Passport lessons.

- Teacher Edition (Part A) includes instruction for Adventures 1–6.
- Teacher Edition (Part B) includes instruction for Adventures 7–12.
- Within each Teacher Edition, there are explicit lessons, reteach opportunities, practice, assessment checkpoints, and direct instruction components when remediation is required.
- Detailed and comprehensive step-by-step lesson plans minimize teacher prep time include suggested teacher dialogue.
- Assessment information providing step-by-step instructions for administration, scoring, and analysis of data.
- A Voyager Passport stamp enables students to celebrate their journey through the Adventures.
- Digital (1-Year Access, Aug-Jul): Online resources, including e-books, provide additional support and materials for teachers.
- Levels A and B include cards—pictures, letters, letter combinations, and/or words—for use with early learners

4. IDENTIFY AND DESCRIBE THE ANCILLARY MATERIALS. Briefly describe the ancillary materials and their relationship to the major tool.

Ancillary Materials – Student Components: Describe each of the components, including a format description.

Answer: N/A – All materials are included within the level-specific Student Reading Packs. For renewal, Voyager Passport Student Renewal Packs include:

- Level-specific Student Books, Part A & Part B (does not include Fluency Books)
- Digital (1-Year Access, Aug-Jul): Level-specific Student eBooks (A & B), Fluency AudioBooks, Passport online student resources, and Reading Rangers

Ancillary Materials – Teacher Components: Describe each of the components, including a format description.

Answer: N/A – All materials are included within the level-specific Teacher's Resource Kits. For renewal, Teacher access to online teacher resources and Reading Rangers is included with renewal purchases of student materials for ongoing years of a Voyager Passport implementation.

5. Identify which industry standard protocols are utilized for interoperability?

Answer: Our capabilities for Data Interoperability:

- Data quality: Integrated or imported unique student identifiers used by schools
- Data granularity: Section, school, district, student
- Export process: Manually downloaded file or scheduled SSH File Transfer Protocol (SFTP)
- Export security: Encrypted transfer with data restrictions
- Export frequency: On request, weekly, or daily
- Export format: Custom file format unique to tool
- Import process: Manual upload or scheduled SFTP
- Import security: Encrypted transfer with data restrictions
- Import frequency: On request, weekly or daily
- Import format: OneRoster or Clever

6. HOW MUCH INSTRUCTIONAL TIME IS NEEDED FOR THE SUCCESSFUL IMPLEMENTATION OF THIS PROGRAM? Identify and explain the suggested instructional time for this submission. If a series, state the suggested time for each level. The goal is to determine whether the amount of content is suitable to the length of the course for which it is submitted.

Answer: Voyager Passport provides an additional 30 minutes of flexible instruction beyond the core reading program. Suggested time components within each Voyager Passport lesson guide pacing that is appropriate for student learning and ensure that all skills are covered in the time frame. Each Adventure consists of 10 lessons that create the 30-minute daily routine and include the following components: adventure starter, daily lessons, adventure checkpoints or formative assessments, and differentiated instruction lessons. Students who need additional practice or reteaching may benefit from the additional 15 minutes of instruction provided in the Practice section.

7. WHAT PROFESSIONAL DEVELOPMENT IS AVAILABLE? Describe the ongoing learning opportunities available to teachers and other education personnel that will be delivered through their schools and districts as well as the training/in-service available directly from the organization for successful implementation of the program. Also provide details of the type of training/in-service available and how it may be obtained. (The information provided here will be used in the instructional materials catalog in the case of adoption of the program.)

Answer: For all Florida districts adopting Voyager Passport, 10% of the purchase of teacher and student kits and digital licenses will be reinvested in professional development services/days. We will work with instructional leaders to customize an implementation and on-site support plan based on the unique needs and goals of the district. We then provide teachers and coaches with the face-to-face, virtual, and/or online training and ongoing

support/coaching to ensure the effectiveness and long-term sustainability of the implementation.

Initial Session

The initial three-hour Voyager Passport professional learning session is offered to teachers and literacy leaders in three delivery types: Face-to-Face, Virtual-Facilitated, and Self-Guided. Each participant must have access to the Voyager Passport Training Manual and/or curriculum materials.

The initial Face-to-Face and Virtual-Facilitated sessions are conducted by a nationally-certified Professional Learning Facilitator (PLF). The content and instructional time for both delivery types are identical. The session prepares participants to develop the skills needed to successfully start the program. Both delivery types use an interactive, practice-driven agenda to engage participants as they learn.

By the end of session, participants will be able to:

- Identify each curriculum component and its intended use.
- Understand the instructional framework of each thematic unit and the instructional routines and strategies for daily lessons.
- Apply various embedded supports within each lesson to enhance and differentiate instruction.
- Teach a small-group lesson using all provided teacher supports.
- Administer assessments to determine program entry and inform instruction.
- Identify the keys for a successful implementation.
- Utilize resources by accessing the teacher and student portal.

Ongoing Support and Coaching

Research clearly shows the impact of ongoing support and professional development. The transference of learning from an initial training session is increased by up to 90% when ongoing support and coaching are built into the implementation model. With this in mind, Voyager Sopris provides a comprehensive menu of services to increase the overall effectiveness of the implementation. Ongoing support and coaching days are included in the cycle of the implementation, from initial planning to supporting teachers as they move from novice to expert over time. Built around the specific needs of the district, support activities help improve the fidelity of the implementation and can include working with individuals or groups at the district, school, and teacher levels.

Our top priority is building an effective, flexible, and sustainable implementation with services including, but not limited to:

- Implementation Planning and Pacing Meetings
- Launch & Refresher Trainings for Teachers
- Administrative Training for District/School Leadership
- Targeted Workshops (Onsite or Virtual)

- Intensive, Onsite Support for At-Risk Schools

Voyager Passport Advanced Support Sessions

The following follow-up sessions are designed for program users who have completed the launch training:

- **Piloting Your District's Journey:** a GPS for Coaches explains how to support colleagues who are teaching Voyager Passport and ensure a successful district implementation.
- **Purposeful Passport Pacing and Planning** teaches how pacing Voyager Passport instruction maximizes student growth through thoughtful planning.
- **Adventure Highlights: A Deeper Dive** examines Word Works, Listen to Understand, and Read to Understand and how these activities advance student mastery.
- **Assessment Destinations and Packing for Differentiation** teaches how to use Adventure Checkpoint results to monitor student progress and plan for differentiation.
- **Extending Voyager Passport Lessons** provides an overview of Fluency Flights, practice activities, and Reading Rangers.

8. WHAT HARDWARE/EQUIPMENT IS REQUIRED? List and describe the hardware/equipment needed to implement the submission in the classroom. REMEMBER: Florida law does not allow hardware/equipment to be included on the bid! However, schools and districts must be made aware of the hardware/equipment needed to fully implement this program.

Answer: Voyager Sopris solutions are delivered as a hosted Software-as-a-Service model, and any updates to the system are provided as a part of the licensed solution. As long as the solution is offered and licenses are renewed, the latest version of the solution is always available. All our sites are behind the HTTPS protocol with valid third-party certificates for trust. The school district will access the solution using web browsers on both personal computers and mobile devices. This requires that each student and educator have their own license. This ensures that each user/account will have data and statistics based on their usage and performance. Providing a solution in the cloud minimizes the impact for upgrades and eliminates the need for the school district to maintain and upgrade hardware to support the solution.

9. WHAT LICENSING POLICIES AND/OR AGREEMENTS APPLY? If software is being submitted, please attach a copy of the company's licensing policies and/or agreements.

Answer: Our Terms of Use and Privacy Policies can be found here: <https://www.voyagersopris.com/terms-conditions>.

10. WHAT STATES HAVE ADOPTED THE SUBMISSION? List some of the states in which this submission is currently adopted.

Answer: The following Voyager Sopris products have been state adopted:

- New Mexico DOE, 2020 Adoption, K-2 Structured Literacy, Voyager Passport

The following Voyager Sopris products are included in State Listings:

- Arizona – MOWR Program List vetted top level green to meet state requirements, Voyager

Passport with Reading Rangers (Tier 2 and Tier 3)

- Colorado, READ Act Request for Advisory List Submissions, Voyager Passport
- Maryland, Maryland Leads Partner Program, Voyager Passport
- Mississippi, RFQ for Evidence based Academic Interventions, Voyager Passport
- Virginia DOE, 2023 Literacy Supplemental Program Review, Voyager Passport
- Missouri DOE, High Quality Evidence Based Instructional Materials, K-5 Supplemental, Voyager Passport

11. WHAT OPEN EDUCATIONAL RESOURCES RELATED TO THIS BID DO YOU MAKE AVAILABLE(S)?

List and describe each of the components, including a format description. (Open Educational Resources (OER) are high-quality, openly licensed, online educational materials that offer an extraordinary opportunity for people everywhere to share, use, and reuse knowledge.)

Answer: N/A

12. Although not called for in the state adoption, do you have advanced placement (ap) or accelerated program instructional materials available for the course(s) bid for adoption?

Answer: N/A

13. What, if any, foreign language translations do you have available?

Answer: N/A

14. Do you provide access point scaffolding or an access point correlation upon request?

Answer: Yes, we can provide this upon request.

15. ESSA LEVELS OF EVIDENCE: To be considered an evidence-based program (or practice), it is required to have evidence to show that the program is in fact effective at producing results and improving outcomes in reading when implemented. Identification of evidence level alignment, Levels 1-4 (as outlined in the specifications), for the entirety of the program, part of the program, or individual practices within the program is required. Please explain how your product meets these requirements.

Answer: Voyager Passport has been proven effective in several studies and meets the Every Student Succeeds Act's (ESSA) "Strong" Criteria. To achieve this Tier 1 rating, Voyager Passport showed significant positive student outcomes in a randomized controlled trial. The trial showed favorable results on reading comprehension skills, including positive results for English Language Learners. Please see <https://www.evidenceforessa.org/program/passport-to-literacy-voyager-passport/> and <https://ies.ed.gov/ncee/WWC/Study/89667>.
