

PASSPORT READING
JOURNEYS[™]

Passport Reading Journeys
Articles

Independent Articles

Shneyderman, A. (2006). *Some results of the Voyager Passport Reading Intervention System in several district schools*. Miami, FL: Miami-Dade County Public Schools.

- This report was requested by the Miami-Dade County Public Schools Division of Bilingual Education and World Languages to examine the effect of the *Voyager Passport Reading Journeys™* program on ninth and tenth grade students. The program or treatment group included 723 students from four selected schools during the 2005-06 academic year. The comparison group was selected by first selecting comparison schools and then selecting students from those schools.
- To analyze the effect of *Passport Reading Journeys* on students' reading achievement, as measured by the Florida Comprehensive Assessment Test (FCAT), the Hierarchical Linear Modeling (HLM) method was used. The analysis was conducted separately for Grade 9 and Grade 10 students.
- For Grade 9 students, the adjusted 2006 FCAT reading mean scale score for students in the Comparison Group was approximately 634.7 (about 12th national percentile), whereas the corresponding figure for students in the Program group was approximately 642.1 (about 16th national percentile). The difference was statistically significant (at the .05 level). For Grade 10 students, the adjusted 2006 reading FCAT mean scale score for students in the Comparison Group was approximately 663.3 (24th national percentile) and for the Program group was approximately 667.4 (26th national percentile). This difference was not statistically significant. *Passport Reading Journeys* had a small positive result on both Grade 9 and 10 students.

Slavin, R. E., Cheung, A., Groff, C., & Lake, C. (2008). Effective reading programs for middle and high schools: A best-evidence synthesis. *Reading Research Quarterly*, 43(3), 290-322.

- This article was a review that examined research on reading programs designed for use in the middle and high schools. "The purpose of this review is to place results of all types of programs intended to enhance the reading achievement of middle and high school students on a common scale and to provide educators and policy makers with meaningful, unbiased information that they can use to select programs most likely to make a difference with their students" (p. 292).
- In the mixed-method models, which combine large-group, small-group, and computer-assisted, individualized instruction, *Passport Reading Journeys* was found to have a positive effect for students with a mean effect size of +0.17.

Vaden-Kiernan, M., Caverly, S., Bell, N., Sullivan K., Fong C., Atwood, E., . . . Hughes Jones, D. (2012). *Louisiana Striving Readers: Final Evaluation Report*. Austin, TX: SEDL Research and Evaluation.

- As reported in the report *Louisiana Striving Readers: Final Evaluation Report*, the study sample from Louisiana participating in the Striving Reader Grant, 2009 cohort, contained 1,226 students, in 6th and 7th grades in 10 schools across 4 districts, who scored below basic on the state test in reading. The sample was mostly male (57%), economically disadvantaged (88%), minority (76%), with 15% classified as special education and 11% needing additional accommodation. In the study, there were low levels of attrition, high levels of random assignment integrity, and no significant demographic differences in the treatment and control groups. Relative to a typical PRJ implementation model, the program was implemented with medium to high levels of adequacy in all 10 schools during the study.
- Reading achievement was measured using the GRADE and the Louisiana state test, the iLEAP. The GRADE overall reading score for students in the treatment condition was significantly higher than for those in the control group. The effect size was .27. Males in the treatment condition scored significantly better than males in the control group on the overall GRADE reading score. For 7th grade students, students in the treatment condition scored significantly better than students in the control condition.
- On the GRADE vocabulary subscale, the treatment had a significant effect on students, with an effect size of .13. There were no significant results for the subgroups.
- On the GRADE reading comprehension subscale, students in the treatment condition scored significantly better than students in the control group, with an effect size of .31. Two subgroups were impacted by the treatment also. For gender, the effect of treatment was positive for all students, but strongest for males who scored significantly higher than males in the control condition. For grade, 7th grade students in the treatment condition scored significantly higher than 7th grade students in the control group.
- On the iLEAP ELA, while the treatment scores were higher than the control group scores, there was no statistical significance. However, on the iLEAP ELA reading subscale, 7th graders in the treatment condition scored significantly higher than 7th grade students in the control condition.

- Two factors found to be facilitators in the fidelity of implementation were the support offered to teachers by Voyager coaches and the curriculum itself. The final evaluation report indicated

Several teachers commented that it [PRJ] was easier than some other programs to implement with fidelity because of the extensiveness and coherence of the materials provided. The subject matter of the DVDs and readings were interesting to students overall, which increased their responsiveness in class and supported teachers' ability to implement the program correctly. Both teachers and administrators also mentioned that the highly structured nature of the program was particularly well suited for students who need supplemental assistance in reading. (p. 49)

- The *Louisiana Striving Readers: Final Evaluation Report* concluded

This study provides evidence that PRJ is effective at improving struggling 6th and 7th grade students' reading performance on a standardized nationally norm referenced assessments after only one year of the intervention. The size of the effects, particularly for overall reading (0.27) and reading comprehension (0.31) were statistically significant as well as educationally meaningful ... These findings are particularly promising given the relatively small number of proven adolescent literacy programs for struggling readers, who were the targets of this study. (p. 85)

Warford, J. (2011). *A northern Kentucky high school's response to intervention reading program: A study comparing Voyager Passport Journeys III and Fast Forward* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3457384)

- This study examined the use of a mixed-method reading program, *Passport Reading Journeys III*, in contrast to computer-assisted instruction, *Fast Forward*. This action research was characterized as an on-site investigation with the intent of solving a specific problem or capturing a moment in time. The study utilized a pretest-posttest/non-equivalent groups quasi-experimental design. A round-table discussion also occurred with four students, two from each program.
- A total of 44 students, 13 female and 31 males, identified as having at least a two-year reading deficit using the *Performance Series* and in the bottom 20% using the MAZE and R-CBM measures from AIMSweb, were included in the study. Students were assigned to one or other of the programs based on their schedules.
- Results indicated that there was a statistically significant difference in the pretest and posttest *Performance Series* scaled scores for all students who participated in either reading intervention, $t(38) = 7.71, p < .001$. While there was no a statistically significant difference with females between the two programs, there was a statistically significant difference, favoring *Passport Reading Journeys III*, with the males. The average improvement was statistically significantly higher with *Passport Reading Journeys III* for the male students.
- In addition to the student scores, four students participated in a round-table discussion about several things, such as what was liked most/least about school and when the students realized that reading was challenging to them. The students were also asked about their class and what they liked. The two students from the Voyager class were eager to talk about their class. When asked what they thought make the class helpful, the examples included "letting them work with peers, providing a supportive environment, and selecting high interest reading materials" (p.60). One student said he was "able to read his science textbook for the first time" (p. 61) due to the strategies learned in the Voyager class. The conclusion of the study included the following, "Based on the round-table conversation, the Voyager program clearly offered components of instruction that engaged the students at a high level than [did] the *Fast Forward* program" (p. 64).

Internal Articles with Independent Measures

Denson, K. (2008a). *Evaluation of W. T. White Passport Reading Journeys II students, 2006-2007*. Dallas, TX: Voyager Learning.

- "The purpose of this report is (a) to describe the students participating in the 2006 – 07 Reading Improvement program at W. T. White High School, (b) to describe students' performance on the *Passport Reading Journeys* assessments, (c) to assess the relationship of *Passport Reading Journeys* measures to the standardized achievement tests given by the DISD, including the ... Gates-MacGinite Reading Tests (Gates) ... and (d) to assess the growth of Reading Improvement students participating in the *Passport Reading Journeys* program" (p. 2).
- In this report, there were 168 students enrolled in nine sections of Reading 1, the Reading Improvement program at W. T. White which used *Passport Reading Journeys*. Thirteen (7.7%) of the students were receiving special education services.
- A repeated measures ANOVA found a significant growth in scale score on the Gates [$F(1,59) = 65.511, p < .001, \eta^2 = .526$]. The grade equivalence from fall to spring was 6.0 to 8.0 for this group on the Gates.

Denson, K. (2008b). *Passport Reading Journeys effectiveness with ninth grade students identified for reading improvement instruction in an urban high school*. Dallas TX: Voyager Learning.

- From the Executive Summary:

Grade 9 students (N = 123) were enrolled in *Passport Reading Journeys*. The majority were limited English proficient (63%), Hispanic (78%) and received free- or reduced-lunch (68%). A control group (N = 59) had similar demographic characteristics. Seventy percent read below the seventh grade.

The percent of students reading at the grade 9 Lexile range increased from 13% to 50%. There was statistically significant growth between the fall 2007 and spring 2008 Gates-MacGinitie reading comprehension test. The fall mean scale score was 508 (grade equivalent of approximately 5.7). The spring mean scale score was 530 (grade equivalent of 7.6).

A three-year analysis revealed that the current year saw significant higher growth for students using *Passport Reading Journeys*, particularly those for whom there is the most concern Hispanic and African American, limited English proficient, and low SES. *Passport Reading Journeys* students had higher gains than the control students for each of the analyses. (p. 3)

Denson, K., Peyton, J. A., & Macpherson, J. R. (2009). *Evaluation of W. T. White Passport Reading Journeys students, 2008-09*. Dallas, TX: Voyager Learning.

- During the 2008-2009 school year, 143 students from W. T. White School in Dallas ISD were enrolled in nine sections of Reading 1, the reading improvement course for Grade 9 students that used *Passport Reading Journeys* as the curriculum. About 13% or 19 students were identified as receiving special education services.
- There was statistically significant growth between the fall 2008 and spring 2009 administrations of the Gates-MacGinitie reading comprehension test. In the fall, the mean NCE score was 32.5, with a corresponding 5.9 grade equivalent. By spring, the mean NCE was 40.1, with a 7.2 grade equivalent.