



**Voyager Passport  
meets ESSA's  
"Strong"  
evidence criteria**

## ESSA Evidence EXPLAINED

Every Student Succeeds Act (ESSA) emphasizes "evidence-based" approaches that have demonstrated a statistically significant positive effect on student outcomes.

ESSA identifies these levels of evidence:

1. Strong
2. Moderate
3. Promising
4. Demonstrates a rationale

Evidence levels are used to classify an activity, strategy or intervention based on the research study design.



**Voyager Passport**<sup>®</sup> is a research-based strategic reading intervention for K–5 students reading below grade level. **Voyager Passport** accelerates student achievement by targeting the priority skills and strategies learners need to be fluent, on-level readers. The program provides targeted instruction in word study, fluency, comprehension, vocabulary, writing, listening, and speaking.

### What Does the Evidence Say About *Voyager Passport*?

1 "Strong" Criteria	Alignment to Criteria
<ul style="list-style-type: none"><li>• Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes</li><li>• Based on strong evidence from at least one well-designed and well-implemented experimental study</li></ul>	<ul style="list-style-type: none"><li>✓ Experimental study* using a randomized controlled trial (RCT) examined the effects of a multicomponent reading intervention, <b>Voyager Passport</b>, for students with reading comprehension difficulties.</li><li>✓ Sample size was large and included multistate, multidistrict, multicampus with diversity in race, gender, socioeconomic status, and English learners (ELs) as well as non-English learners (non-ELs).</li><li>✓ Results found statistically significant effect size.</li><li>✓ Favorable results were shown on reading comprehension for the treatment group (<b>Voyager Passport</b> intervention).</li><li>✓ Results were similar for ELs and non-ELs indicating the <b>Voyager Passport</b> intervention was equally beneficial and appropriate for ELs to improve their reading and understanding of English text.</li></ul>

\*Study used for ESSA classification: Wanzek, J., Petscher, Y., Otaiba, S., Rivas, B., Jones, F., Kent, S., Schatschneider, C., & Mehta, P. (2017). Effects of a Year Long Supplemental Reading Intervention for Students with Reading Difficulties in Fourth Grade. *Journal of Educational Psychology*, 109(8), 1103-1119.

**Research:** [Voyager Passport Research Foundations](#)

**Research Reviews:** [Evidence for ESSA—Reading](#)

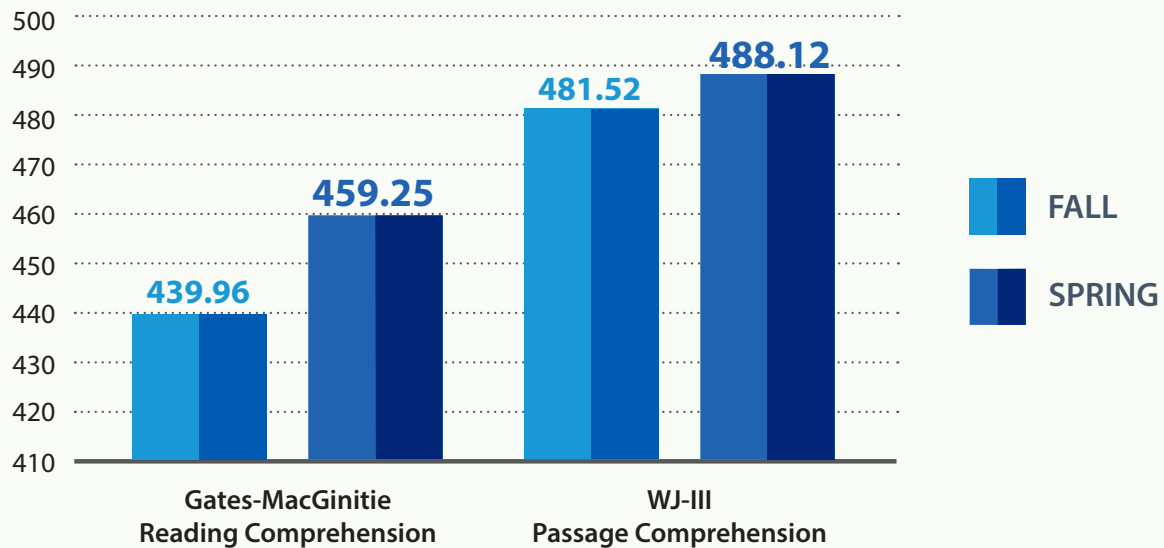
**Results:** [Voyager Passport Articles: An Annotated Bibliography](#)

**Case Studies:** [voyagersopris.com/literacy/voyager-passport/research-results](http://voyagersopris.com/literacy/voyager-passport/research-results)

## Evidence Summary

In Wanzek, et al. (2017), the study examined the effects of a multicomponent reading intervention for students with reading difficulties in fourth grade. Findings indicated students receiving the intervention made greater gains in reading comprehension than students who did not receive the intervention. This finding was similar for students who were English learners or non-English learners. However, students with higher initial word reading scores benefited more from the intervention. These findings suggest students receiving the intervention made progress in closing the gap between their current level of performance and expected levels of performance in reading comprehension.

## Effects on Reading Comprehension



Students receiving **Voyager Passport**, in comparison to students receiving typical services provided by the school, gained significantly more on GMRT-Reading Comprehension (effect size = 0.28) and Woodcock Johnson Third Edition-Passage Comprehension (effect size = 0.19). The average effect size across all measures was 0.15.

Wanzek, J., Petscher, Y., Otaiba, S., Rivas, B., Jones, F., Kent, S., Schatschneider, C., & Mehta, P. (2017). Effects of a Year Long Supplemental Reading Intervention for Students with Reading Difficulties in Fourth Grade. *Journal of Educational Psychology*, 109(8), 1103-1119.