

SCIENTIFIC RESEARCH STUDY

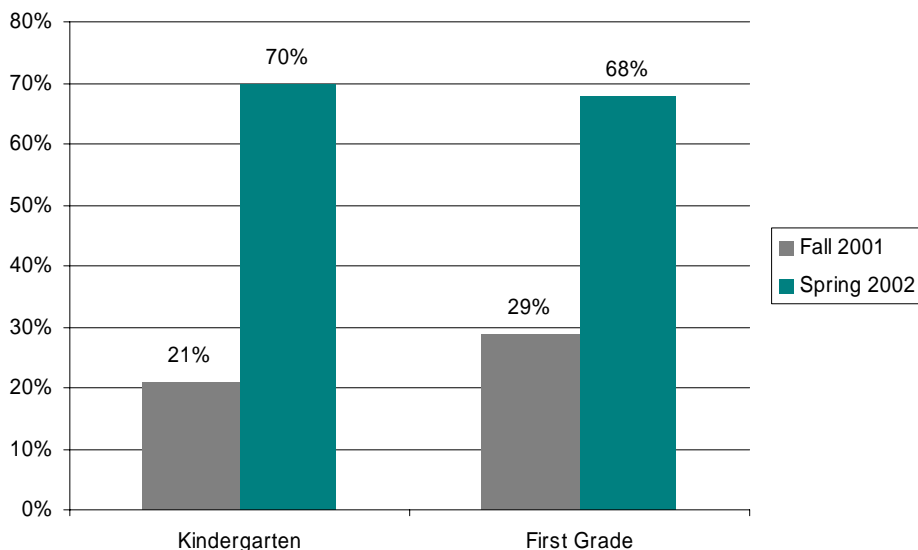
Impact of Voyager as Measured by PALS in Richmond Public Schools, Richmond, Virginia Voyager Universal Literacy System®

Introduction

A two group pretest/posttest design was used. Data for 864 first grade and kindergarten students were available for the evaluation. Nine schools used Voyager during the 2001-2002 school year and four used an alternative reading program. Students were assessed using Phonological Awareness Literacy Screening (PALS), which was administered in the fall of 2001 and spring of 2002. Richmond School officials provided PALS data used in evaluating program impact.

In Voyager classrooms, a minority of children began the year on grade level. By year's end, however, the majority were at or above grade level as indicated by their performance on the PALS. There were no changes from fall to spring for children attending non-Voyager schools.

Percent Passing the PALS



Principal Investigators

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Main Findings

By year's end, kindergarten and first grade students were at or above grade level as measured by the Phonological Awareness Literacy Screening (PALS), while there were no changes from fall to spring for children in the non-Voyager schools.

Study Profile

School Year: 2001-2002

Location: Richmond, Virginia

School District: Richmond Public Schools

Grade Levels: Kindergarten, First Grade

Number of Students: 864

Voyager Program: Voyager Universal Literacy System

Assessment Tool: PALS

Demographics

91% African American

2% Hispanic

25% Caucasian

1% Other

56% of students eligible for free or reduced lunch