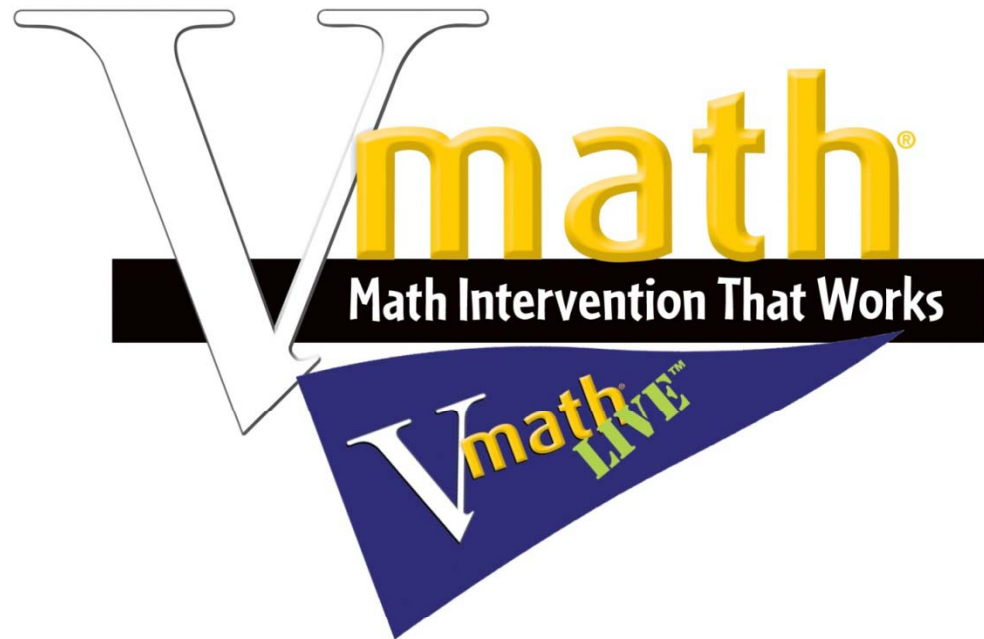


Results for Vmath[®]



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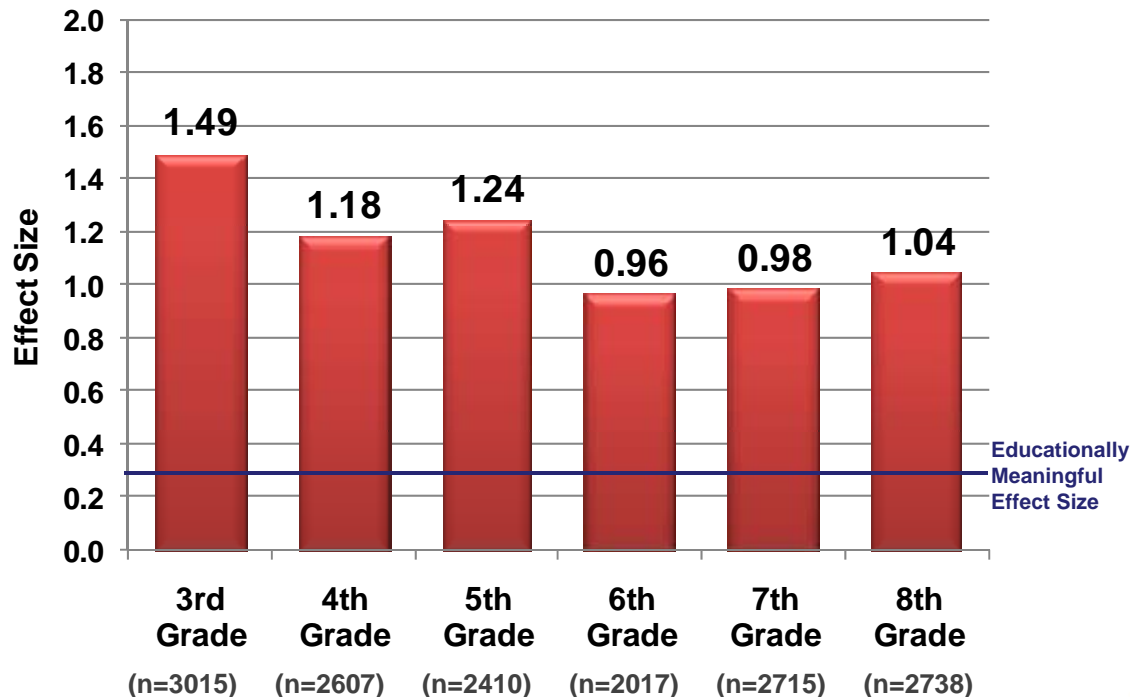
System Wide Math Gains

Vmath[®]



In addition to the Initial and Final assessments, on independent measures of math proficiency such as state tests, SAT 10 and Star Math students are making more than one year's gain with Vmath as a supplement to their typical program of instruction.

Vmath Students: 3-Year Cohort Effect Size for Initial and Final



The Initial/Final Assessment is given at the beginning and end of Vmath instruction. This assessment identifies weaknesses of individual struggling students and determines (along with district criteria) appropriate entry points into instruction.

Each Initial Assessment consists of 40 questions that act as indicators of understanding of skills taught in each Vmath module. Scores provide indicators of where students begin struggling with the material, and recommends a starting place in the instructional sequence.

By comparing scores from the Initial and Final Assessments, teachers and coaches can document student growth and mastery throughout the course of intervention.

Effect sizes shown are based on pre and posttest means. Effect sizes are calculated by dividing the difference between pretest and posttest means by the pooled standard deviation of the pretest and posttest. Generally, an effect size of .2 is small, .5 is moderate, and .8 is large.



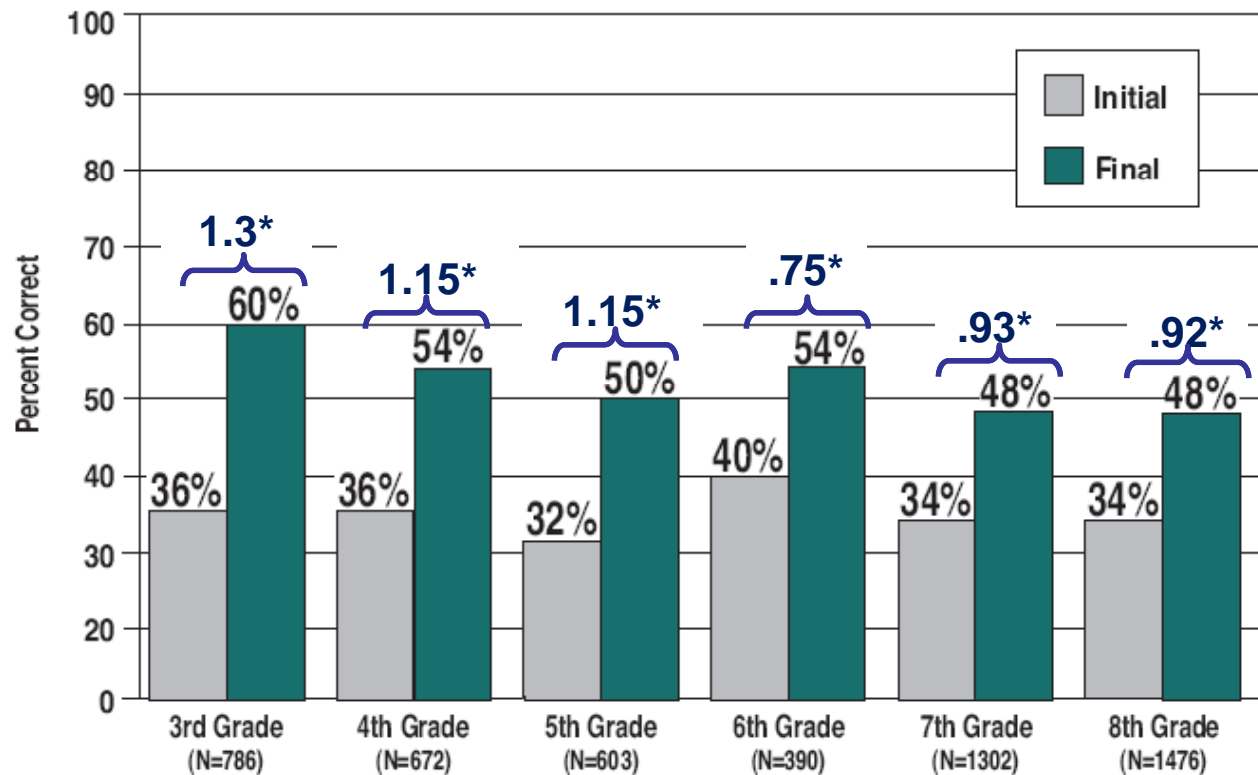
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System Wide Math Gains

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Vmath 2008-2009 National Results Initial and Final Assessment



Students in each grade level completed at least one Vmath module and increased their overall proficiency as measured by the Initial and Final assessments.

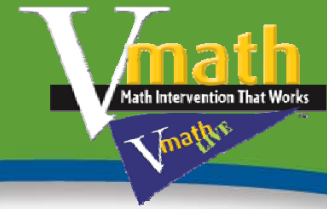
*Effect size



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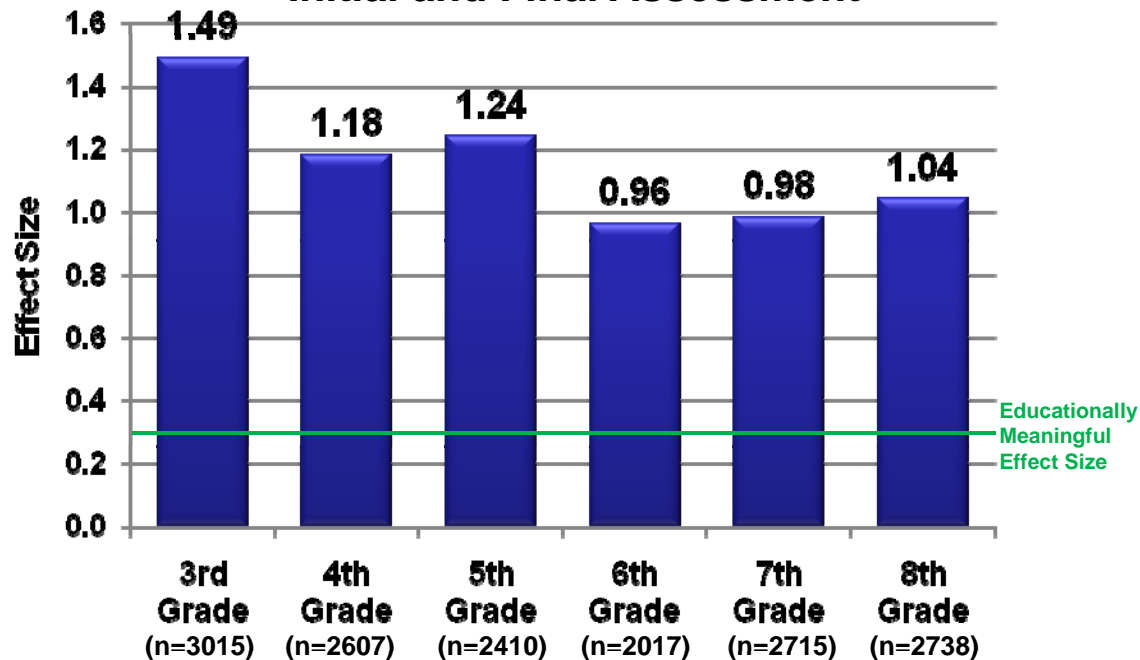
Wisconsin Statewide Math Gains

Vmath[®]



During the 2008-2009 school year, Wisconsin students in grades 3-8 who were enrolled in Vmath demonstrated meaningful mathematics gains after 26 weeks in the program. In this time, students rapidly accelerated their math skills and problem-solving strategies.

**Wisconsin Vmath Student Effect Size
Initial and Final Assessment**



In each grade level, Wisconsin students enrolled in *Vmath*:

- Increased their overall mathematics content knowledge as measured by the Initial and Final Assessment.
- The program effect size ranged from 0.96 to 1.49, which is considered educationally meaningful and generally quite large.

Effect sizes shown are based on the mean Initial and Final Assessment scores. Effect sizes are calculated by dividing the difference between Initial and Final means by the pooled standard deviation of the Initial and Final Assessment. Generally, an effect size of .2 is small, .5 is moderate, and .8 is large.



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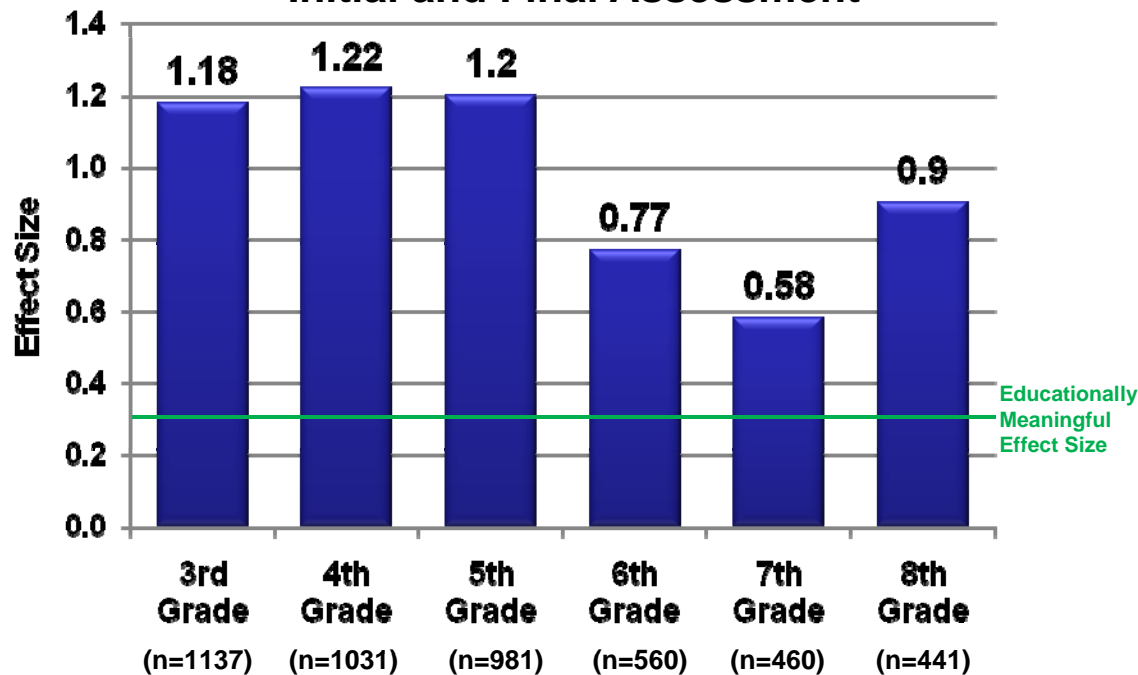
Oklahoma Statewide Math Gains

Vmath®



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

**Oklahoma Vmath Student Effect Size
Initial and Final Assessment**



In each grade level, Oklahoma students:

- Increased their overall mathematics content knowledge as measured by the Initial and Final Assessment.
- The program effect size ranged from 0.58 to 1.22, which is considered educationally meaningful and generally quite large.

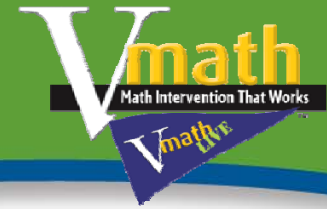
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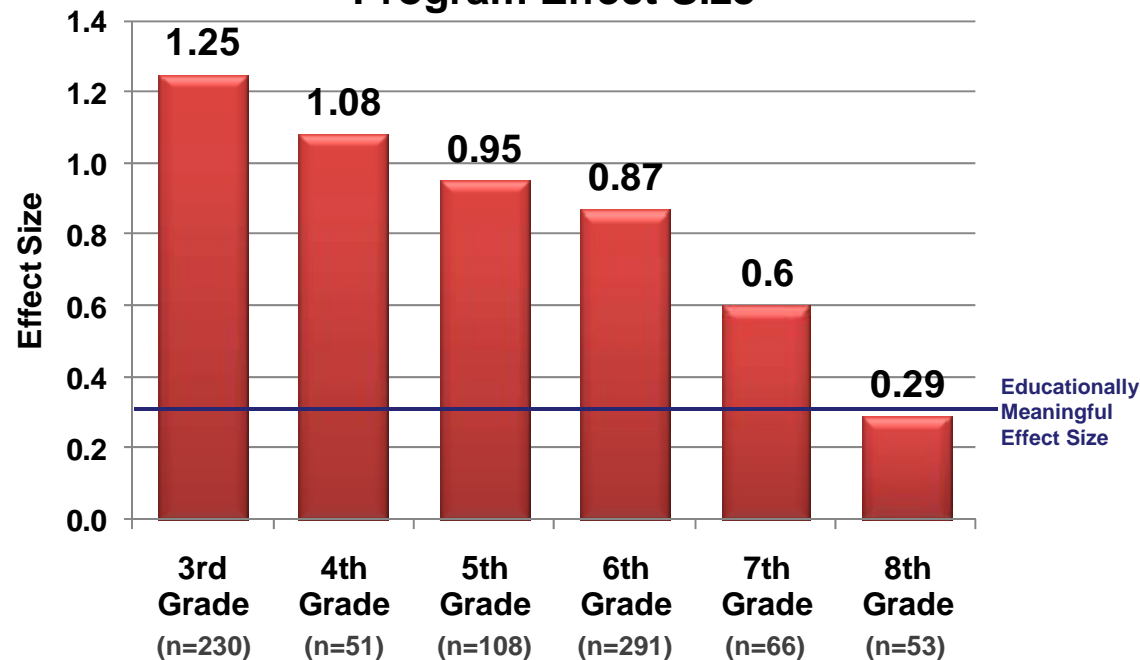
California Statewide Math Gains

Vmath®



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

**California Vmath Students
Program Effect Size**



In each grade level, California Vmath students:

- Increased their overall mathematics content knowledge as measured by the Initial and Final Assessment.
- The program effect size ranged from 1.25 to 0.29, which is considered educationally meaningful and generally quite large.

Effect sizes shown are based on the mean Initial and Final Assessment scores. Effect sizes are calculated by dividing the difference between Initial and Final means by the pooled standard deviation of the Initial and Final Assessment. Generally, an effect size of .2 is small, .5 is moderate, and .8 is large.



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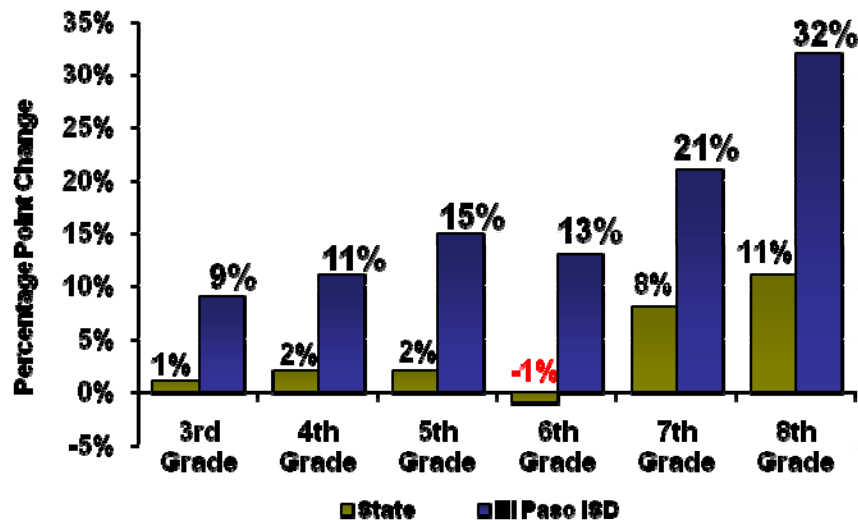
El Paso ISD (TX)

Impact of Vmath



El Paso began implementing Vmath® in the 2005-2006 school year to boost student achievement in math. After four years with the Voyager program, every grade made substantial gains and has arguably outperformed the state as measured by the percentage of students passing the state assessment (TAKS) between 2006 to the 2009.

Change in Percent of Students Passing TAKS Math Section: 2006 - 2009



Grade Level	State				El Paso			
	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09*
3	83%	82%	85%	84%	75%	75%	82%	84%
4	84%	86%	87%	86%	78%	84%	86%	89%
5	82%	86%	86%	84%	78%	82%	85%	93%
6	81%	80%	83%	80%	63%	68%	80%	76%
7	71%	77%	80%	79%	55%	65%	76%	76%
8	68%	73%	79%	79%	52%	61%	71%	84%

- ✓ The percent of El Paso third- through eighth-grade students who passed the math section of the TAKS increased between eight and 21 percentage points from 2006 to 2009.
- ✓ With these gains, El Paso has closed the achievement gap.

El Paso Demographics	
White	12.2%
Hispanic	81.3%
African American	4.8%
Asian	1.4%
American Indian	0.3%
Economically Disadvantaged	68%
Limited English Proficient	28.9%
Bilingual Education/ESL	21.4%

*Texas Education Agency preliminary data
Performance and Demographic Data Source: El Paso Independent School District