

### Supplemental Literacy Intervention Program—*Passport Reading Journeys*

*Passport Reading Journeys* was designed to focus on upper-grade struggling readers and is age- and interest-appropriate for adolescents. Voyager Expanded Learning, the publisher of *Passport Reading Journeys*, has conducted analyses of the impact of the curriculum on student academic performance. These analyses involved approximately 50,000 students in more than 400 schools across 35 states. Student gains are measured by curriculum-specific benchmarks. Average gains for students served by the curriculum have consistently exceeded the expected Lexile gains, with calculation of effect sizes ranging from 0.5 to 0.9.

*Passport Reading Journeys* has been implemented in many large-scale school districts across the nation since 2006-2007, including the Los Angeles Unified School District, the Dallas Independent School District, Miami-Dade County Public Schools, and the Roanoke School Division, Virginia. The program has also been implemented in schools under the Bureau of Indian Education and in numerous small school districts.

Two large-scale studies were conducted with grade 9 students. Denton (2008) used a quasi-experimental design with a sample of 200 students from Dallas Independent School District to study the impact of *Passport Reading Journeys* in comparison with programs that did not use technology for students. The author compared students receiving instruction using *Passport Reading Journeys* (book and computer) with students matched for demographics and reading abilities who were instructed using traditional (book only) curricula. The study found that *Passport Reading Journeys* students made statistically significant gains when compared with their peers on a norm-reference test (ITBS) and a criterion-reference test (TAKS). Shneyderman (2006) conducted a large-scale, quasi-experimental study involving approximately 1,400 grade 9 students in Miami-Dade, using a propensity score to select comparison schools. Students were

randomly selected within these schools for the comparison group. *Passport Reading Journeys* students showed small positive gains on the Florida Comprehensive Assessment Test when compared with their peers.

*References—*

Denton, K., (2008), *Comparison of the reading achievement of Passport students with students receiving traditional instruction*, [http://voyagerlearning.com/ResearchStudyDocuments/dallas\\_comparison\\_report.pdf](http://voyagerlearning.com/ResearchStudyDocuments/dallas_comparison_report.pdf).

Shneyderman, A., (2006), *Some results of the Voyager Passport Reading Intervention system in several district schools*. Unpublished manuscript, Miami-Dade County Public Schools, Office of Program Evaluation.