

# VOYAGER PASSPORT IMPACT 2024-2025

## Overview:

Voyager Passport is a Tier 2 intervention curriculum that aligns with the Science of Reading and has earned the **highest ESSA evidence rating of “Tier 1: Strong”**. The program provides daily small-group, skills-based instruction focused on phonemic awareness, phonics, fluency, vocabulary, and comprehension—core components essential for foundational literacy development.

## Instructional Routine:

*Early Intervention Students (EIP) students are pulled for 45-minute segments every day during the Intervention/Enrichment block, to ensure that they receive support in addition to grade level instruction.*

This chart titled “**2024–2025 EIP Student Impact**” shows the percentage of **Early Intervention Program (EIP) students in Kindergarten through Fifth Grade** who achieved *Proficient Mastery (71–100%)* on specific reading skills as measured through Voyager Passport checkpoints.

The **color key at the bottom** indicates:

- **Red (0–40%)** = Students *need intensive intervention*
- **Yellow (41–70%)** = Students are *developing skills*
- **Green (71–100%)** = Students have achieved *proficient mastery*

## 2024-2025 EIP Student Impact



|              | Letter and Sound Identification | Letter Names | Phonemic Awareness | Phonological Awareness | Sight Words | Word Reading | Spelling | Comprehension |
|--------------|---------------------------------|--------------|--------------------|------------------------|-------------|--------------|----------|---------------|
| Kindergarten | 92                              | 93           | 83                 | 76                     | 93          | 82           | 85       | 89            |

|       | Letter and Sound Identification | Phonemic Awareness | Blending Sounds to Words | Word Building | Sight Words | Word Reading | Spelling | Comprehension |
|-------|---------------------------------|--------------------|--------------------------|---------------|-------------|--------------|----------|---------------|
| First | 93                              | 88                 | 87                       | 96            | 91          | 89           | 65       | 83            |

|        | Letter and Sound Identification | Advanced Word Study | Blending Sounds to Words | Word Building | Sight Words | Vocabulary | Multisyllabic Words | Rule-Based Words | Word Families | Comprehension |
|--------|---------------------------------|---------------------|--------------------------|---------------|-------------|------------|---------------------|------------------|---------------|---------------|
| Second | 90                              | 85                  | 87                       | 88            | 91          | 82         | 68                  | 93               | 94            | 77            |

|       | Letter and Sound Identification | Language | Phonological Awareness | Advanced Word Study | Sight Words | Vocabulary | Word Reading | Comprehension |
|-------|---------------------------------|----------|------------------------|---------------------|-------------|------------|--------------|---------------|
| Third | 71                              | 85       | 82                     | 86                  | 94          | 84         | 87           | 74            |

|        | Letter and Sound Identification | Phonological Awareness | Advanced Word Study | Sight Words | Vocabulary | Word Reading | Comprehension |
|--------|---------------------------------|------------------------|---------------------|-------------|------------|--------------|---------------|
| Fourth | 87                              | 82                     | 83                  | 98          | 88         | 95           | 69            |

|       | Letter and Sound Identification | Word Building | Advanced Word Study | Sight Words | Vocabulary | Word Reading | Comprehension |
|-------|---------------------------------|---------------|---------------------|-------------|------------|--------------|---------------|
| Fifth | 84                              | 70            | 86                  | 96          | 78         | 96           | 72            |

1. At least 71% of **kindergarten** students have reached proficiency in each area. Students are showing **strong foundational skills**, especially in early phonics and sight word acquisition. Nearly 90% of students achieved mastery in comprehension—a promising early literacy outcome.
2. **First-grade** students demonstrated **high levels of proficiency** across all foundational areas, with **Spelling (65%)** as a key area for targeted support. Word Building (96%) and Sight Words (91%) are strengths.
3. **Second-grade** students performed strongly in advanced decoding and vocabulary tasks. However, **Multisyllabic Words (68%)** remains a *developing area*, indicating a need for continued support with more complex word patterns and syllable structures.
4. **Grade 3** students are performing **solidly in all foundational and applied reading domains**. Sight Words (94%) and Word Reading (87%) are particularly strong. Comprehension (74%) is also proficient but slightly lower, signaling an area to monitor for deep-text understanding.
5. **Grade 4** shows **exceptional mastery in word-level skills**, especially Sight Words (98%) and Word Reading (95%). However, **Comprehension (69%)** is **below the Proficient threshold**, indicating students need support in applying those decoding skills to understand grade-level texts.
6. **Grade 5** students are **mastering upper-elementary word analysis and fluency skills**, with **Word Reading (96%)** and **Sight Words (96%)** among the highest. However, **Word Building (70%)** is just below proficient, suggesting a need for reinforcement with affixes, syllables, or word construction strategies.