Level the Playing Field with Audiobooks

Presented By Terrie Noland

Learning Ally
Making reading accessible for all.

According to You….

Jeffrey: Mad and Frustrated; Doesn't want to listen or try to do his work; Angry

Diana: Never gets finished; Lazy, no motivation; eventually just stops doing work!

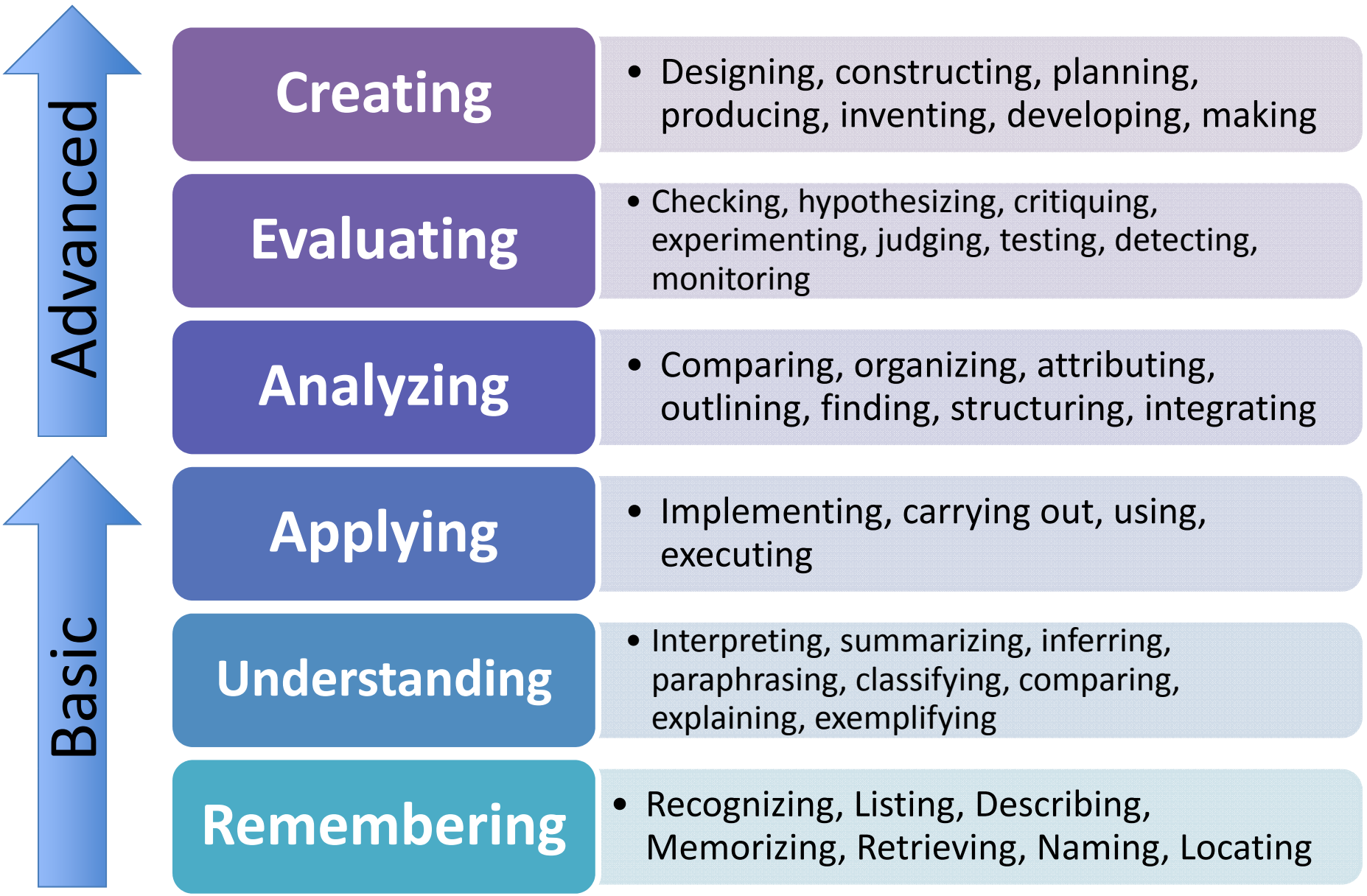
Joe: Great student; makes good grades; well behaved

According to Them….

Jeffrey: "If you are going to teach me the way I can't learn, then I will not learn, and I will be mad and frustrated. But if you teach me the way I can learn, then I will try and try, and try, and try and try so hard, and I will never give up!"

Diana: "Give me more time to finish my work. I can't work as fast as the other kids. Even better would be if you gave me less work. I would still learn, and then I would have time to play."

Joe's Mom: "My son is like a duck. He looks smooth and calm on the surface, but what the school and teachers don't see is how hard he is working underneath. Just like a duck looks smooth and calm on the surface of the water, you don't see how fast their legs are working underneath to move them forward. My son spends countless hours doing work that takes other students minutes to complete."

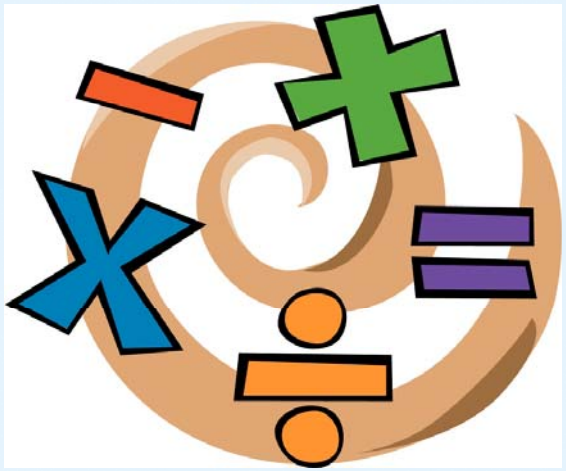

Advanced
Basic
Creating
• Designing, constructing, planning, producing, inventing, developing, making
Evaluating
• Checking, hypothesizing, critiquing, experimenting, judging, testing, detecting, monitoring
Analyzing
• Comparing, organizing, attributing, outlining, finding, structuring, integrating
Applying
• Implementing, carrying out, using, executing
Understanding
• Interpreting, summarizing, inferring, paraphrasing, classifying, comparing, explaining, exemplifying
Remembering
• Recognizing, Listing, Describing, Memorizing, Retrieving, Naming, Locating

Tools – Assistive Technology

Everyone Uses Tools to do things they normally cannot do

Common Core

Reading & Writing Across the Curriculum



How Many Words do Students Need to Know in Order to Keep Pace with Objectives?

- 96% of spoken language is made up of **4,000** words
- To read written text, you need a vocabulary of **1 million** words

Quality Audio Book Library

- Our strength is the depth and breadth of our collection of **human-voice** recorded books – we give books a voice
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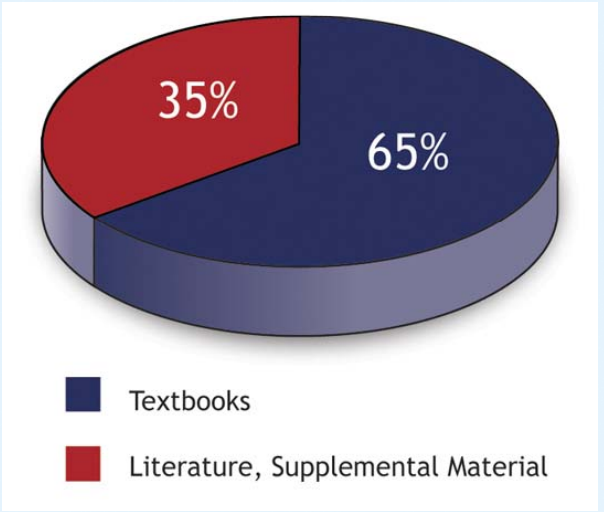
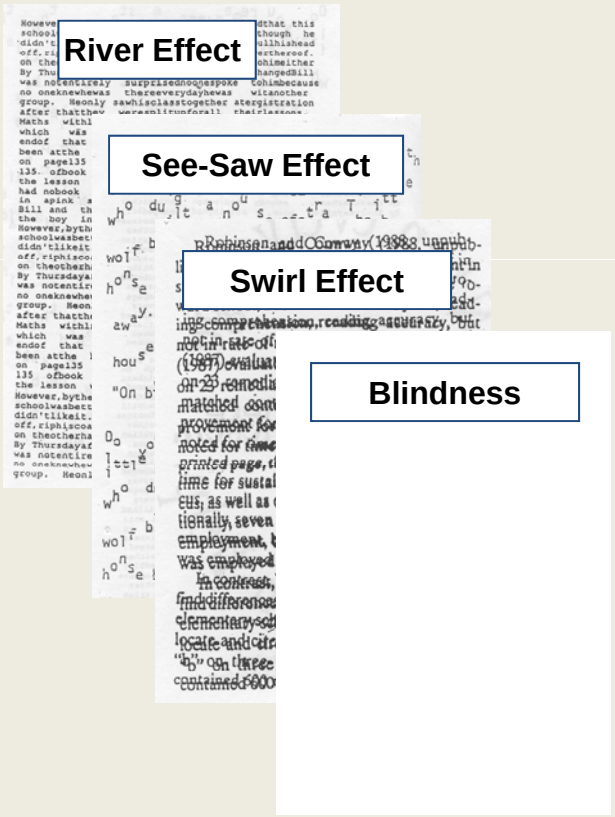
- Currently have over 80,000+ titles, with 6,000 additional added each year
- VOICEText titles available



A “Hands On” Understanding of What Human Readers Do



Ex 2 A right triangle has base x and height y. If the area of the triangle is 5 square inches, express the perimeter of the triangle as a function of x.

Solve

1. Using the Pythagorean Theorem, we know that

$$P = x + y + \sqrt{x^2 + y^2}$$

2. Since $A = \frac{1}{2}xy = 5$, $xy = 10$ and $y = 10/x$.

3. Substituting back gives

$$P = x + \frac{10}{x} + \sqrt{x^2 + (10/x)^2} \quad = x + \frac{10}{x} + \sqrt{x^2 + 100/x^2}$$

$$= x + \frac{10}{x} + \sqrt{\frac{x^4+100}{x^2}} \quad = x + \frac{10+\sqrt{x^4+100}}{x} \quad = x + \frac{10}{x} + \frac{\sqrt{x^4+100}}{x}$$

5-9 Powers of Products and Quotients

What You'll Learn

- To find powers of products
- To find powers of quotients

. . . And Why

To solve real-world problems involving area

Check Skills You'll Need

Simplify each expression.

1. [redacted] 2. [redacted] 3. [redacted]
4. [redacted] 5. [redacted] 6. [redacted]

GO for Help Lesson 4-7

1 Finding Powers of Products

You can use the Commutative and Associative Properties of Multiplication to find a pattern in products raised to a power.

[redacted]

Write the factors.

Use the Commutative Property to arrange the factors.

Use the Associative Property to group the factors.

Write the powers.

This result suggests a rule for simplifying products raised to a power.

Key Concepts Rule for Raising a Product to a Power

To raise a product to a power, raise each factor to the power.

Arithmetic [redacted]

Algebra [redacted]

for any positive integer m

To simplify an expression, you should eliminate as many parentheses as possible.

1 EXAMPLE Simplifying a Power of a Product

Simplify [redacted]

[redacted]

Raise each factor to the third power.

Use the Rule for Raising a Power to a Power.

Multiply exponents.

Simplify.

Vocabulary Tip

Rule for Raising a Power to a Power: [redacted]

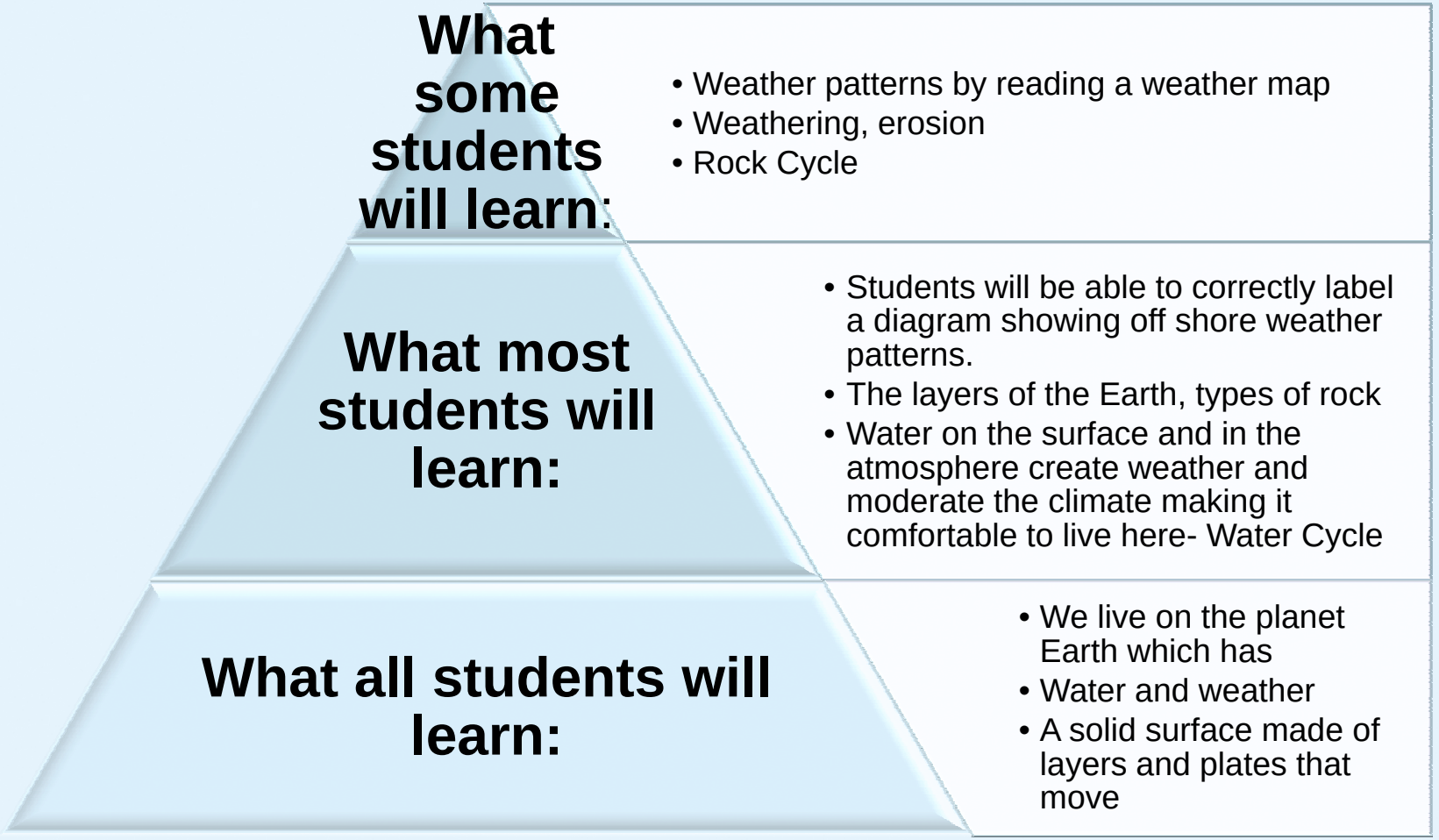
Quick Check

1. Simplify each expression.

a. [redacted] b. [redacted] c. [redacted] d. [redacted]

Differentiated Instruction
Different Routes- Same Outcomes

Unit Planning Form: Earth Science unit



Rhythm & Flow of a Differentiated Classroom

1. Teacher gives direct instruction on a new concept
2. Students engage in instruction through further study based on interest and readiness

3. Class and teacher comes together to share information and pose questions
4. Students work on varied tasks at varied levels of complexity and varied pacing

5. Whole class reviews key concepts
6. Small groups- students apply key principles to solve problems designed by

7. Introduction of additional skills
8. Students self select interest areas through which they extend their learning

9. The whole class discusses study plans and establishes criteria for success

- **Overview:** This research briefs highlights how *students with IEPs in schools with active Learning Ally memberships outperform students in non-Learning Ally membership schools on AYP results in reading and math**

- **Methodology**: The AYP data analyzed was from 2010 and 2011, and was from publically available websites published by state DOE agencies
  - Learning Ally staff matched the schools identified in the datasets to current and historical rosters of Learning Ally institutional accounts ("members"), and their associated book ordering activity
  - The data captured was specific to students with IEPs (or SLDs when available) and was the combined % of Proficient and Advanced Proficient on the AYP exam

- **Results:** When comparing rates at which schools appeared in the top 35% of AYP Reading scores, Learning Ally schools with active memberships showed more frequently than non-membership schools
  - Both Learning Ally and non-Learning Ally schools should have been equally represented in this top performing group (assuming normal distributions)
  - Learning Ally actually appeared more frequently in different years and multiple states (23 of 24 comparisons completed), indicating a potential positive impact from Learning Ally's audio textbooks on student achievement

- **Conclusion:** While correlation is not causation, and more study is warranted, it is clear that schools that actively adopt Learning Ally services outperform others in AYP reading and math results for IEP students

** Note, in some states the reading test is alternately called the English/Language Arts test and the math test may be an Algebra or equivalent EOC test*

Methodology

- Sample: The AYP data analyzed was from 2010 and 2011, and was from publically available websites published by state DOE agencies.
  - Subgroups of students with IEPs, were the focus of this analysis
    - Exact data field labels differed by state but included Specific Learning Disabilities (FL), Students with Disabilities (IN, NJ, PA, VA), Special Ed (IL, MA, TX)
  - The AYP scores used for the analysis were the reading and math* assessments for each state.
    - 8th and 11th grade testing data was used where available; in states that did not test at those specific levels, similar middle and high school test scores were used.
  - States where LA has full and/or partial state contracts were the focus of this analysis
  - Reporting level varied by state. Some states reported testing data at the school or building level, while others reported at the district or county level. Analysis was conducted at the most specific level available in that state.
  - Note: Students with 504s are also eligible for Learning Ally services, and they are not included in this analysis which focused on IEPs

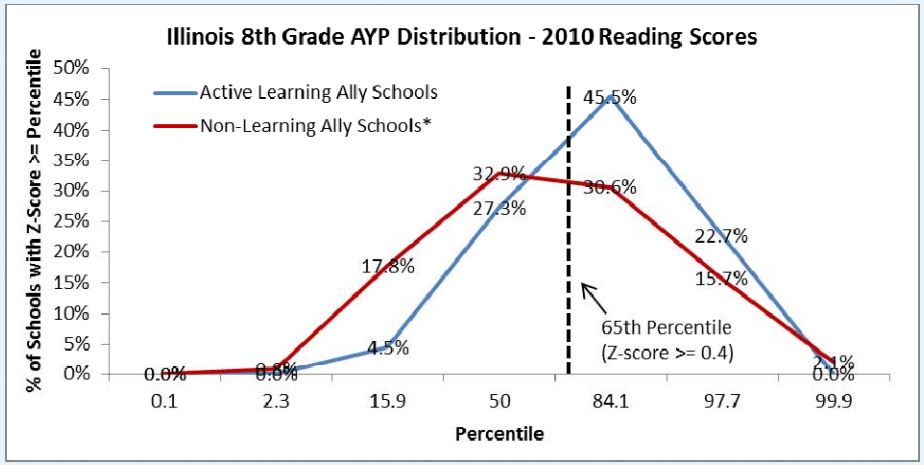
** Note, in some states the reading test is alternately called the English/Language Arts test and the math test may be an Algebra or equivalent EOC test*

Methodology - Continued

- Membership Identification: Learning Ally staff matched the schools identified in the datasets to current and historical rosters of Learning Ally institutional accounts (“members”), and their associated book ordering activity
  - Schools with at least 2 or more book orders, regardless of ADA (average daily attendance), were identified as “active” Learning Ally Schools
  - Schools without a LA Membership, or schools with a Membership but <2 book orders over the period of the analysis, were considered Non-Learning Ally Schools
  - Schools were matched based on a combination of name and/or address. Any school not positively matched was considered a Non-Learning Ally School.

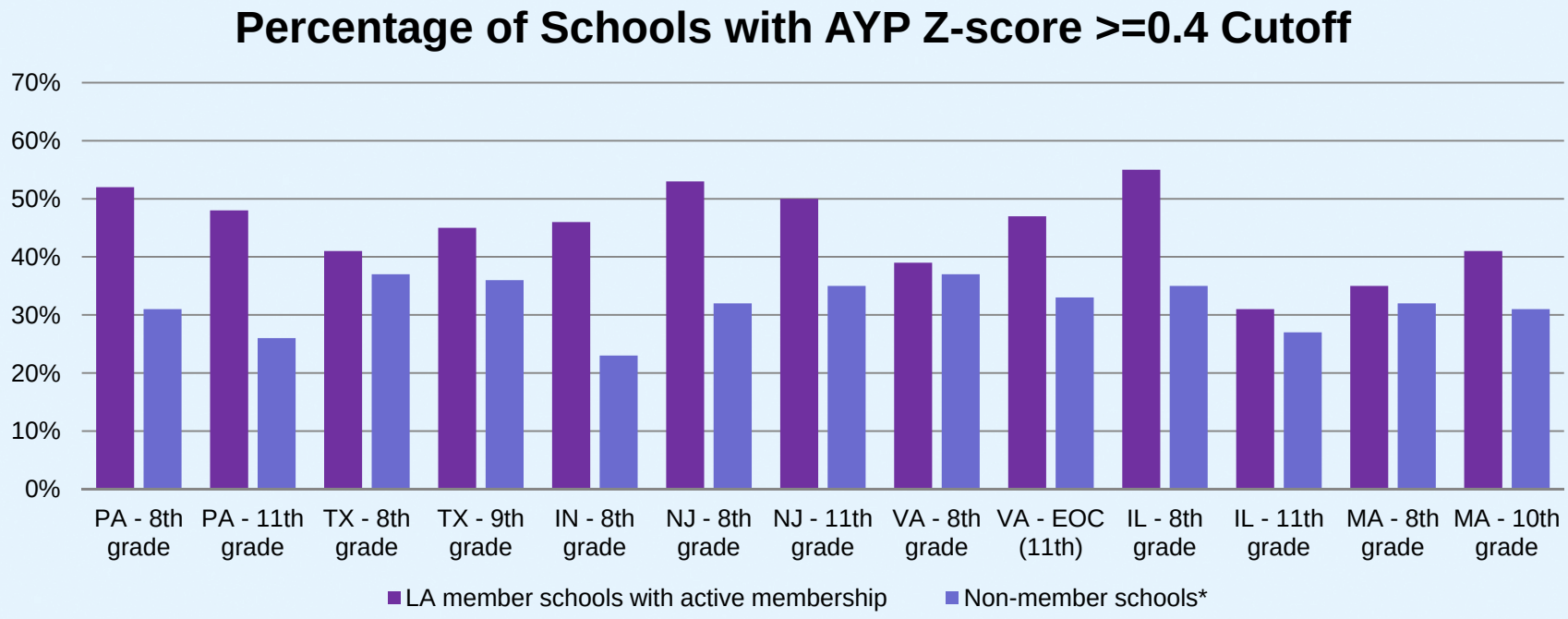
Methodology - Continued

- Analysis: The analysis plan evaluated the overall distribution of Active LA member and non-LA member schools based on Z-Score
  - The grand mean and standard deviation of the raw AYP results for specific grade levels within a state were calculated, based on DOE datasets. Standard Z-scores for each school were calculated based on the statewide mean
  - Assuming a normal distribution, a cut-off Z-score of +0.4 was identified to represent the cut-off for the top 35% of schools
  - The number of active LA schools that exceeded this Z-score was counted and compared to the overall number of active LA schools
  - The number of non-LA schools (including inactive schools) that exceeded this Z-score was also counted and compared to the overall number of non-LA schools
  - The rates of "top 35%" involvement were compared, and overall data was charted, to understand potential impact of LA programs and services.



2010 – AYP Results on Reading/English

In 2010, schools with active Learning Ally memberships appeared more frequently in the "top 35%" in 13 out of 13 state/grade-level intersections



States are arranged from the states with the highest to lowest proportion of schools meeting AYP based on 2011.

** Includes LA schools with no utilization*

2011 – AYP Results on Reading/English

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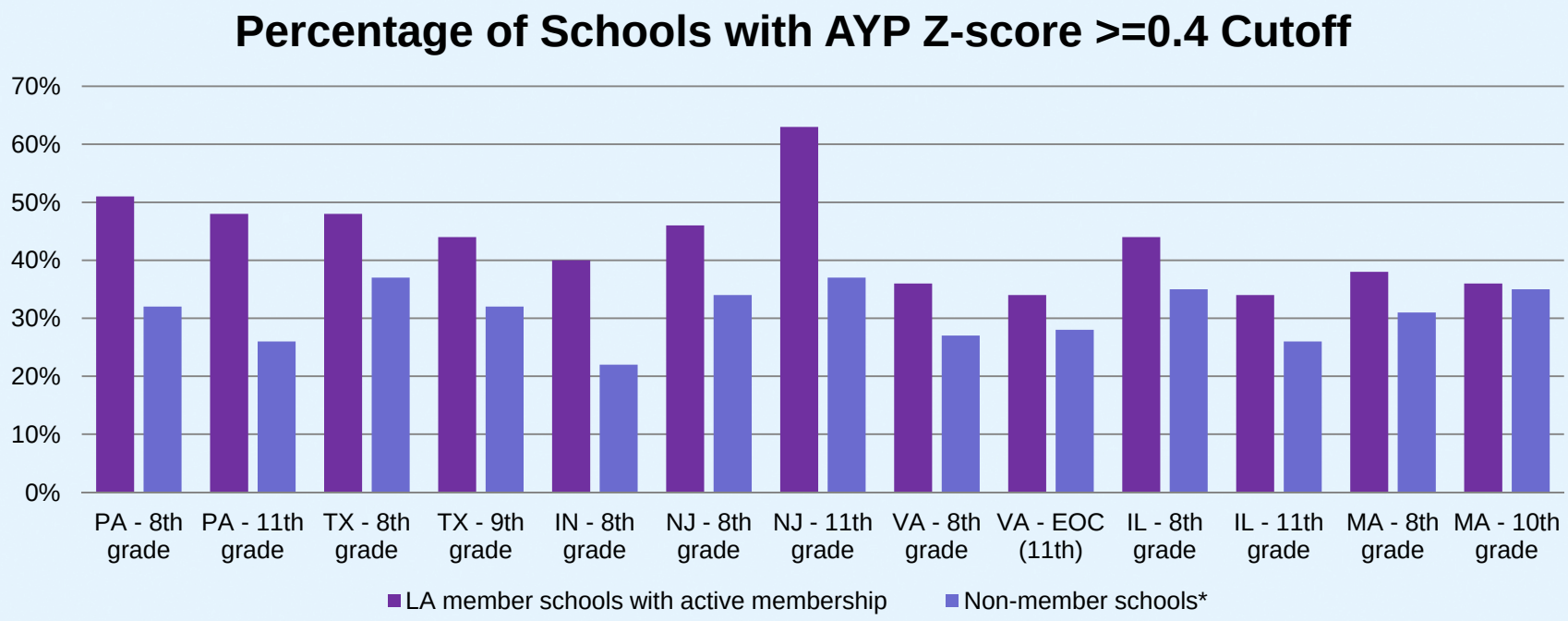

States are arranged from the states with the highest to lowest proportion of schools meeting AYP based on 2011.

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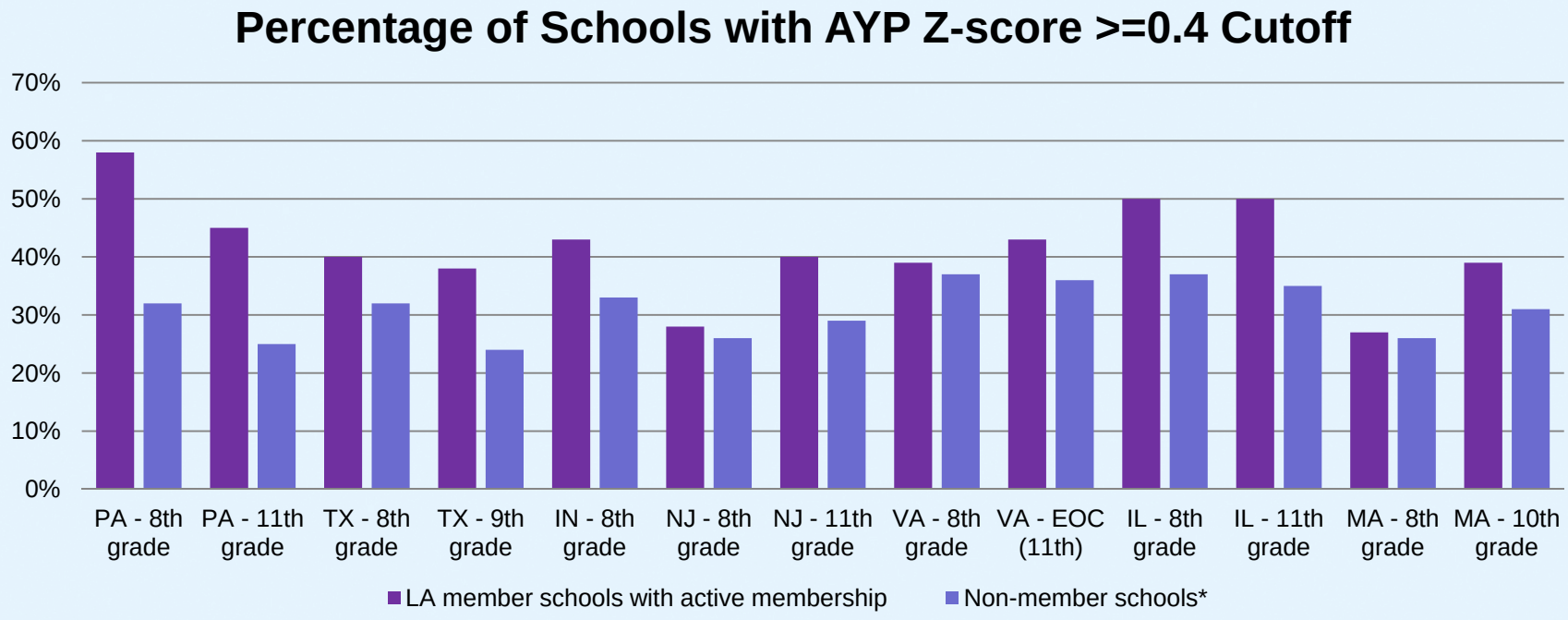
2010 – AYP Results on Math

In 2010, schools with active Learning Ally memberships appeared more frequently in the “top 35%” in 13 out of 13 state/grade-level intersections

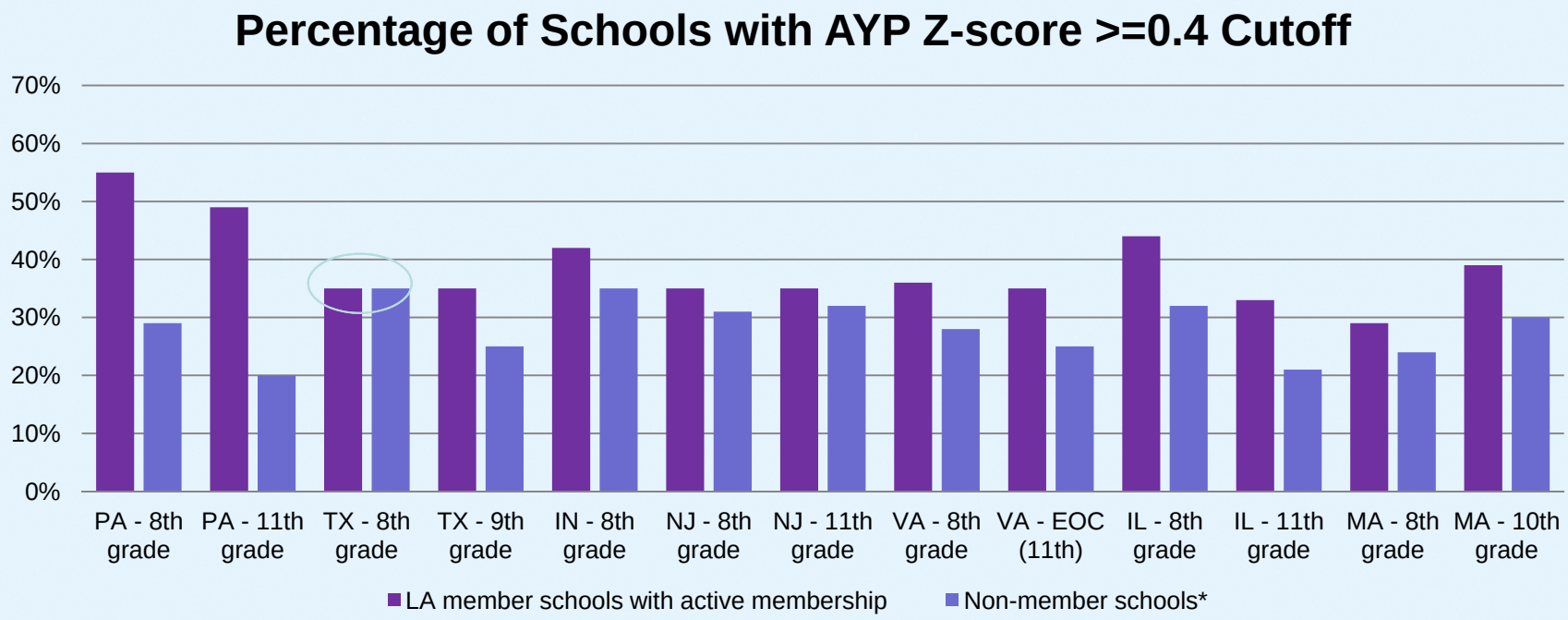


States are arranged from the states with the highest to lowest proportion of schools meeting AYP based on 2011.

** Includes LA schools with no utilization*

2011 – AYP Results on Math

In 2011, schools with active Learning Ally memberships appeared more frequently in the "top 35%" in 12 out of 13 state/grade-level intersections



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** Includes LA schools with no utilization*

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