Level the Playing Field with Audiobooks

Presented By Terrie Noland
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.”
- **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

**Advanced**

**Basic**
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.

- **Largest STEM Library** - Our books are read by subject-area experts.

- All maps, charts, and graphs are described by the reader.

- 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
   \[ P = x + \frac{10}{x} + \sqrt{x^2 + (10/x)^2} = x + \frac{10}{x} + \sqrt{x^2 + 100/x^2} \]
   \[ = x + \frac{10}{x} + \sqrt{x^2 + 100} = x + \frac{10 + \sqrt{x^2 + 100}}{x} = x + \frac{10}{x} + \sqrt{x^2 + 100} \]
Powers of Products and Quotients

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.

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.

1. Simplifying a Power of a Product

Vocabulary Tip Rule for Raising a Power to a Power:

Quick Check

1. Simplify each expression.
   a. 
   b. 
   c. 
   d. 

for any positive integer $m$
Differentiated Instruction
Different Routes - Same Outcomes
Unit Planning Form:
Earth Science unit

What some students will learn:
- Weather patterns by reading a weather map
- Weathering, erosion
- Rock Cycle

What most students will learn:
- Students will be able to correctly label a diagram showing off shore weather patterns.
- The layers of the Earth, types of rock
- Water on the surface and in the atmosphere create weather and moderate the climate making it comfortable to live here- Water Cycle

What all students will learn:
- We live on the planet Earth which has
- Water and weather
- A solid surface made of layers and plates that move
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.
In 2010, schools with active Learning Ally memberships appeared more frequently in the “top 35%” in 13 out of 13 state/grade-level intersections.

**Percentage of Schools with AYP Z-score >=0.4 Cutoff**

*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

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

Percentage of Schools with AYP Z-score >=0.4 Cutoff

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

CONFIDENTIAL Copyright © Learning Ally, 2013
In 2010, schools with active Learning Ally memberships appeared more frequently in the “top 35%” in 13 out of 13 state/grade-level intersections.

**Percentage of Schools with AYP Z-score >=0.4 Cutoff**

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

CONFIDENTIAL Copyright © Learning Ally, 2013
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

Percentage of Schools with AYP Z-score >=0.4 Cutoff

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

CONFIDENTIAL Copyright © Learning Ally, 2013
Membership for North Carolina Students that Qualify

Unlimited Book Downloads – Access to Textbooks, novels & literature, Common Core Non-Fiction Informational Texts

FREE Listening Options (Software, App) Android Devices, iOS Devices, software for MAC and PC

Teacher Ally – online student management tool - Data for teachers, tracking information, easy implementation
Live Demo of Learning Ally Audiobooks and Teacher Ally
Follow Up & Resources

- Get Access for your Students
  - mdabbs@learningally.org or call 1-800-221-4792
- Follow Learning Ally on Social Media
- Live & On-line PD opportunities
Learning Ally Access for Your Students!

The North Carolina Department of Public Instruction has provided funding for students with print disabilities to access Learning Ally services, including our library of more than 80,000 titles and unlimited free playback software and mobile device Apps. In addition, participation provides students with:

- access accounts which can also be used at school, home and on-the-go
- unlimited downloadable books
- VoiceTEXT titles with highlighted text

Educators get access to:
- the student management/progress reporting system Teacher Ally
- free teacher training and on-going support

To enroll or if you questions:
Contact: – Madelyn Dabbs, 850-725-6438, mdabbs@learningally.org - Gwen Seeley-Joosse, gseeley-joosse@learningally.org

The nation’s largest library of accessible educational materials

- Research proven program
- Tens of thousands of textbook and literature titles
- K-12 and college-level curricula from key textbook publishers
- Extensive collections in Sciences, Mathematics, Language Arts, Social Studies, Foreign Languages, Fiction, Test Prep and more