

## RESEARCH & CASE STUDY

### Improved Student Achievement and Success with Learning Ally

Learning Ally, a national nonprofit with over 60 years of experience serving students with visual or reading-based learning disabilities, offers a library of over 80,000 accessible audio textbooks and literature titles, as well as support services for parents and teachers.

While it is well documented that reading comprehension, word recognition and academic confidence improve when audiobooks are incorporated into instruction, research shows that math and science performance improve as well.

To answer specific questions about the effectiveness of Learning Ally audiobook usage in the classroom, we regularly commission scientifically based primary research and case studies to evaluate student achievement. The following summary reviews several research initiatives and gives insight into the benefits of our programs and services.

#### STUDY

IMPACT OF AUDIOBOOKS  
ON 2010-2011  
AYP RESULTS:  
MATH AND READING

#### CASE STUDY

BALTIMORE CITY  
PUBLIC SCHOOL SYSTEM

#### PRIMARY RESEARCH

THE EFFECTS  
OF AUDIO TEXT:  
JOHNS HOPKINS

## STUDY

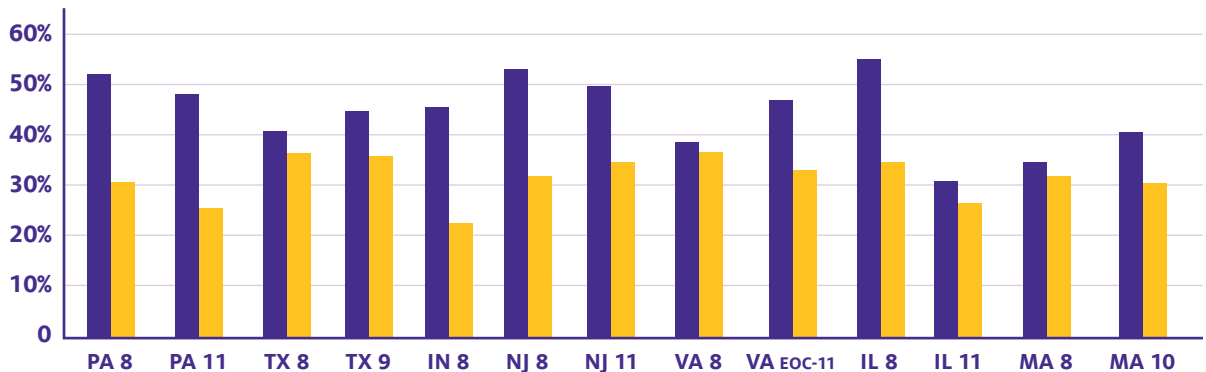
# 2010-2011 AYP Results: Math and Reading

## RESULTS

In a comparison across seven states, Learning Ally students outperform their peers in math and reading proficiency, scoring proficient or advanced proficient.

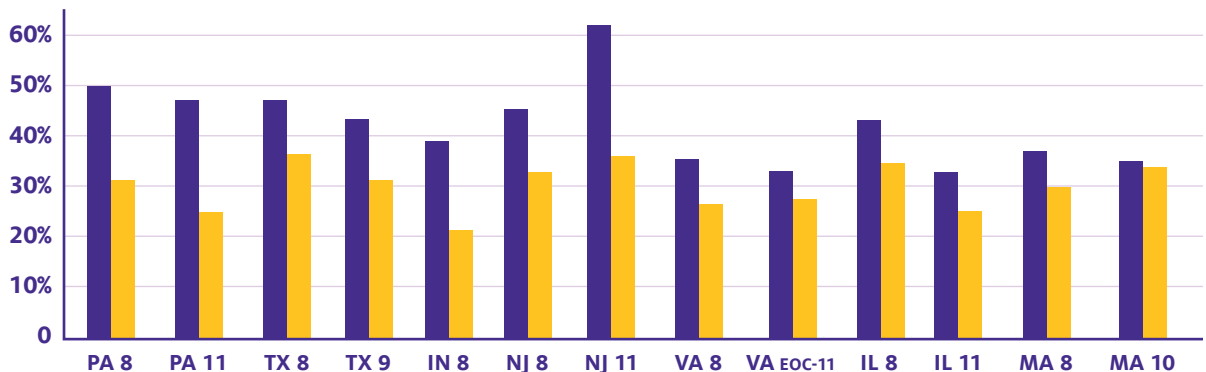
### 2010 RESULTS ON READING/ENGLISH

In 2010, schools using Learning Ally's services outperformed non-member schools in reading and English in all 13 pairs that were compared, with significantly higher scores (>10%) in 8 out of 13 comparisons.



### 2011 RESULTS ON READING/ENGLISH

In 2011, schools using Learning Ally's services outperformed non-member schools in reading and English in all 13 pairs that were compared, with significantly higher scores (>10%) in 7 out of 13 comparisons.

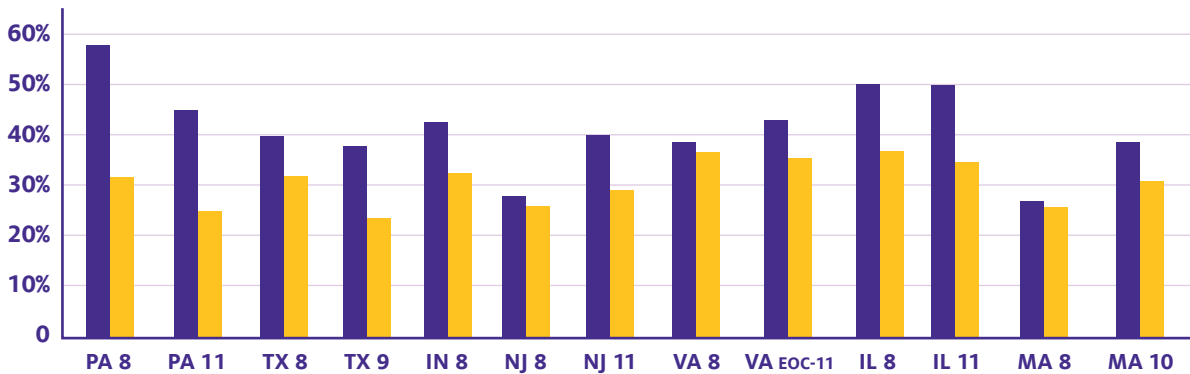


STATE | GRADE

The analysis plan evaluated the overall distribution of active Learning Ally member and non-Learning Ally schools based on Z-score.

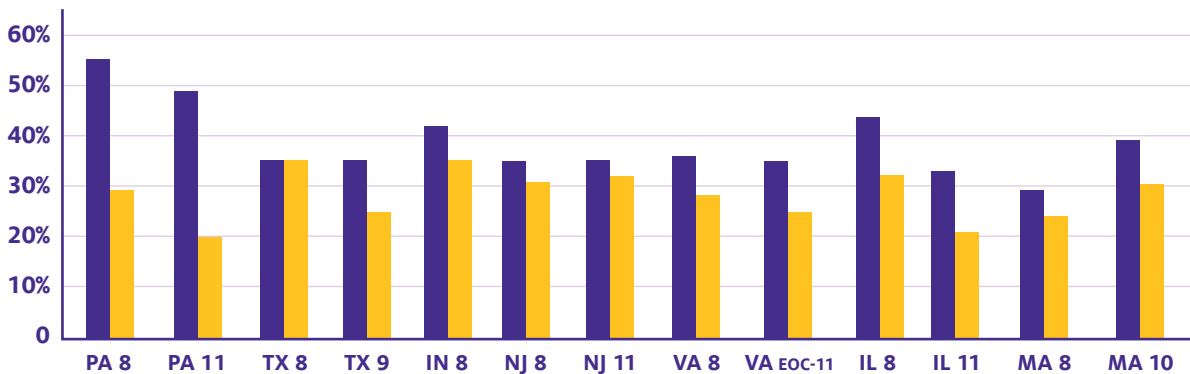
- > The grand mean and standard deviation of the raw AYP results for specific grade levels within a state were calculated, based on DOE datasets of students with IEPs. Standard Z-scores for each school were calculated based on the statewide mean
- > Assuming a normal distribution, a cut-off Z-score of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

### 2010 RESULTS ON MATH



In 2010, schools using Learning Ally's services outperformed nonmember schools in math in all 13 pairs that were compared, with significantly higher scores (>10%) in 7 out of 13 comparisons.

### 2011 RESULTS ON MATH

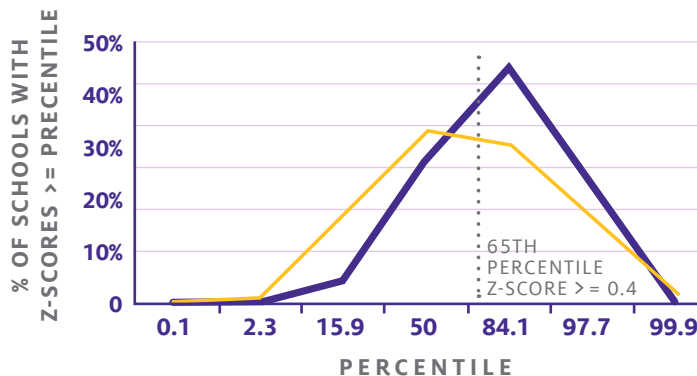


In 2011, schools using Learning Ally's services outperformed non-member schools in math in 12 out of 13 pairs that were compared, with significantly higher scores (>10%) in 6 out of 13 comparisons.

STATE | GRADE



### ILLINOIS 8TH GRADE DISTRIBUTION 2010 READING SCORES



## CASE STUDY

Baltimore City Public School System  
2004-2005

### RESULTS

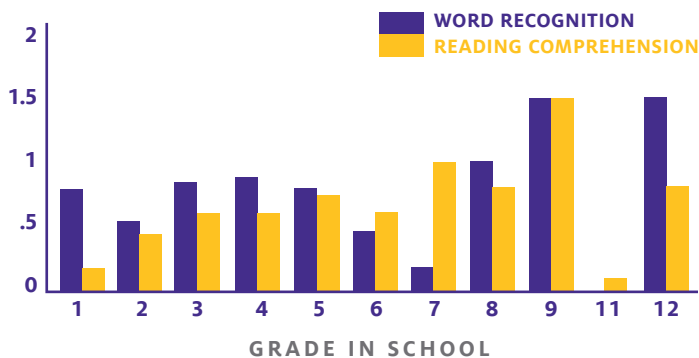
Students demonstrated significant achievement gains, including:

- > Average increase in word recognition: .76 grade level
- > Average increase in reading comprehension: .61 grade level
- > 8th grade students advanced one full grade level in word recognition and 1.5 grade levels in reading comprehension
- > 9th grade students advanced 1.5 grade levels in both word recognition and reading comprehension

### READING ASSESSMENT RESULTS

In this study, teachers submitted evaluations for 166 students, based on students' results on the Brigance Reading Assessment for reading comprehension and word recognition. Each student had an IEP and were tested at the beginning and end of the school year after Learning Ally's program was implemented. Results in grades 1 through 12 are reflected in the graph.

### GRADE LEVEL INCREASE



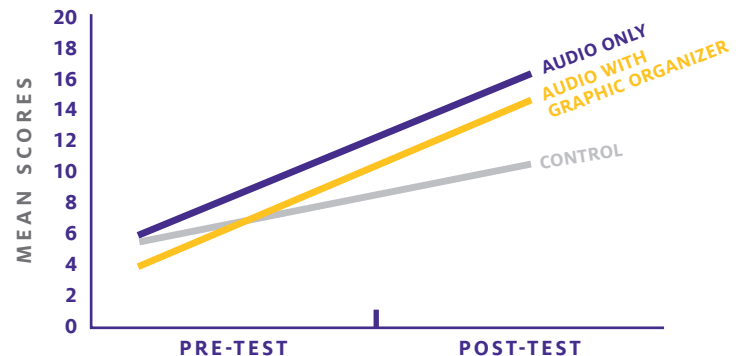
## PRIMARY RESEARCH

Effects of Audio Text on the Acquisition of Secondary-Level Content by Students with Mild Disabilities, Johns Hopkins University, 2003

### RESULTS

Students with learning disabilities showed a 38% increase in content acquisition reading scores after using Learning Ally's audio textbooks.

### AUDIO TEXT PROJECT TEST RESULTS



This study investigated the effects of audio texts on the acquisition of secondary-level content by students with learning disabilities.

Researchers examined:

- The direct effects of audio text on students' content acquisition
- The impact of a strategy designed to enhance the efficacy of audio text

### SIGNIFICANT OUTCOMES

In their study summary, researchers reported:

- > "Clearly, greater access to higher-level materials, specifically Learning Ally's audio textbooks, holds great promise for students with mild cognitive disabilities"
- > "Use of the audio textbook has the potential to increase student independence"
- > Participating teachers noted that audio textbooks gave students access to "a generalized routine for expository reading"

Department of Special Education, Johns Hopkins University, 2003  
**RESEARCHERS** Elizabeth A. Boyle, M.A., research associate; Michael S. Rosenberg, Ph.D., professor

FOR MORE INFORMATION ABOUT TEACHER ALLY OR TO BECOME A MEMBER  
CALL 800.221.1098, OR EMAIL PROGRAMS@LEARNINGALLY.ORG