

## Doubling the Rate of Student Reading Growth in Only 50 Days with the Learning Ally Audiobook Solution



Through a partnership with Learning Ally and the Archdiocese of Denver, break-through results were achieved with struggling readers, who saw double the rate of reading growth with an ease of effort and time investment for educators through the implementation of the Learning Ally Audiobook Solution. Educators, students, and families throughout the study experienced the benefits of student reading achievement, including academic success, heightened motivation, reduced frustration, and a culture that fosters a joy and celebration of reading.

### The Challenge

#### **STRUGGLING READERS NATIONWIDE**

In 2019, 65% of American students read at a level considered below proficient. This challenge can be particularly acute among underserved students, especially those who struggle to read due to neurological differences that impair reading, including conditions like dyslexia.

The data suggest that schools and districts wishing to improve reading performance need solutions that enable educators to deliver evidence-based reading support to their students who struggle to read. As children age—and learning shifts from *learning to read* to *reading to learn*—support can mean the difference between learning from reading or suffering sustained academic failure.

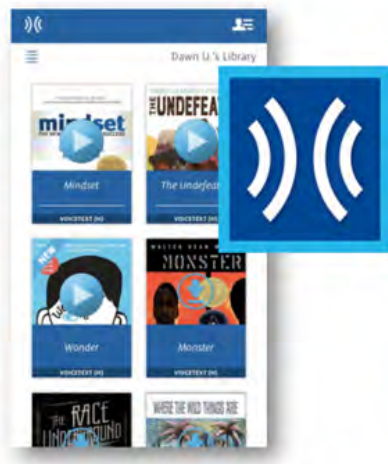
#### **TARGETING THE CHALLENGE**

In 2017, this nationwide struggle led the Archdiocese of Denver to turn to Learning Ally to support their students who were at risk of falling behind because they struggle to read grade-level text. They were also facing an imperative to be inclusive in their schools and accessible to all families.

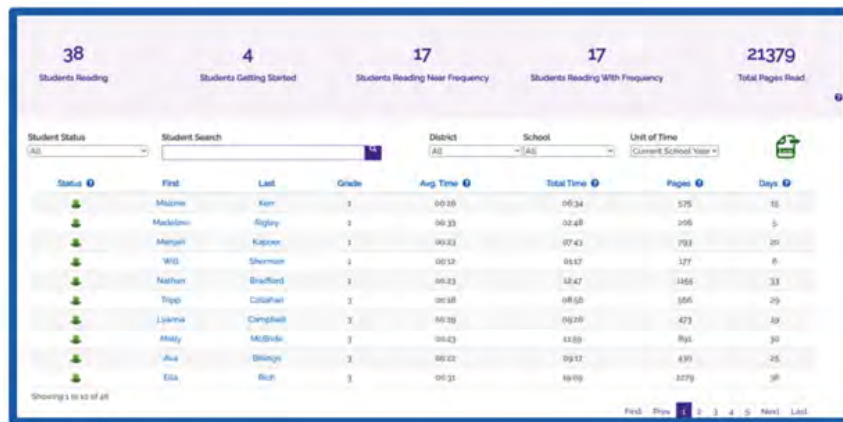
- » Students used the Learning Ally Audiobooks App to download books and read, thereby developing essential comprehension and background knowledge necessary to make progress in their education.
- » Educators used the Learning Ally Educator Portal to help students select books and monitor their progress during school and throughout the summer.

## Methodology

To measure the impact of the Learning Ally Audiobook Solution (LAABS), the Denver Archdiocese provided student performance data related to reading level performance, as measured by the STAR Assessment.



*The Learning Ally Audiobooks App*



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Students in grades 3–8 were evaluated over a series of three benchmark assessments during the 2018–2019 school year. The Learning Ally Audiobook Solution measured the extent to which students engage and achieve fidelity of the solution’s implementation.

Learning Ally compared students’ performance on the STAR Assessment and the extent to which they demonstrated fidelity of implementation—or reading with frequency (at least 20 minutes a day for 33 days) showed correlations to reading level performance. Approximately 800 students attending 34 schools were included in the sample. The results were very significant.

## Why the Learning Ally Audiobook Solution?

Learning Ally Audiobook Solution is a proven multisensory reading support designed for struggling readers in grades K–12. With an extensive library of more than 80,000 human-read audiobooks, it provides equitable access to all the books students need and want to read, including curriculum-aligned textbooks, literature, and popular fiction. It enables deep comprehension, allowing students to keep pace with class and read to their cognitive capability. With a suite of educator tools for real-time progress monitoring and reporting, it helps educators implement personalized instruction and develop engaged learners, able to reach their full potential.

- » For younger students, the Learning Ally Audiobook Solution builds fluency, vocabulary, and comprehension.
- » For older students, the Learning Ally Audiobook Solution allows them to keep pace with class and work to their capability.

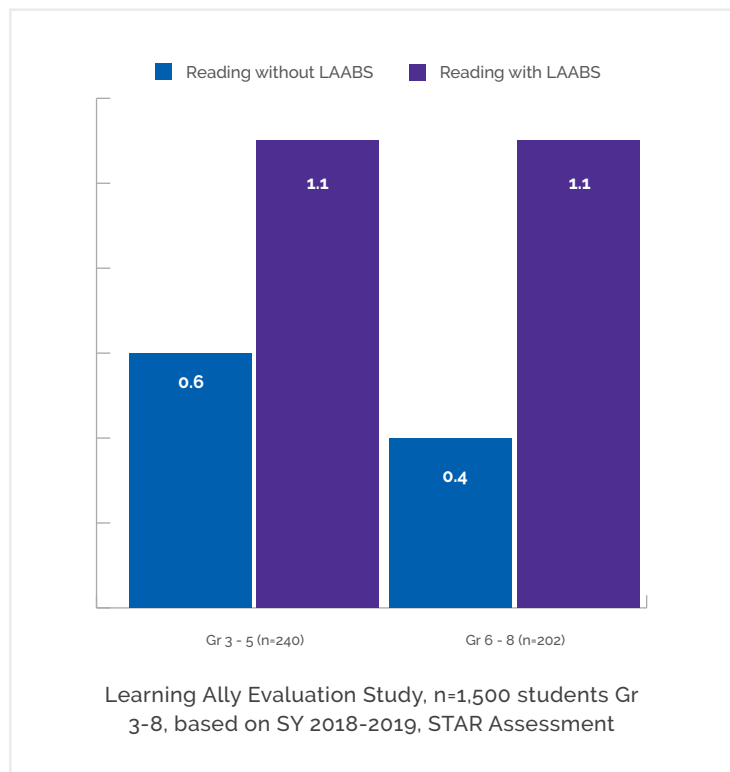


## Results: Double the Rate of Reading Growth in Just 50 Days

Prior to using the Learning Ally Audiobook Solution (LAABS), educators in the Denver Archdiocese could expect to improve reading levels among typical students who struggle to learn due to neurological differences in reading at a rate of about 0.4-grade levels of improvement.

When examining students who engaged with LAABS at rates indicative of reading with frequency, they typically achieved about **double the rate of reading growth (0.9)**.

In addition to students making about double the rate of reading growth, the probability of students **achieving a full grade level of reading growth was almost twice as likely to occur** when students were engaged in reading with LAABS at rates approaching reading with frequency.



» **BASED ON START OF YEAR VS. END OF YEAR USING GRADE EQUIVALENCE SCORE FROM STAR ASSESSMENT OF READING**

» **READING WITH LAABS GROUP ACHIEVED AT LEAST 50 DAYS OF READING ABOUT 30 MINUTES PER DAY**