CISAM Data Collection
on the Impact of Providing Accessible Educational Materials (AEM)
Year One (2013-2014)

AEM DATA COLLECTION YEAR ONE (2013-2014)

- Is the current system for providing AEM to students in Ohio working efficiently and effectively?

- What is the impact of providing AEM on student achievement?

- Hypothesis: When students are provided with AEM, there will be a positive impact on their achievement outcomes.

Measurement Tools

- **Teacher Questionnaire**
  - **Completed by the student's teacher or service provider for up to 10 students per survey respondent**
  - **Completed twice during the school year (fall 2013 and spring 2014)**

- **AEM Form**
  - **Completed by the student's teacher or service provider for up to 10 students per survey respondent**
  - **Completed for a sampling of AEM used by the student(s)**

Student Demographic Information

Grade	Experience with AIM
1	6 months to 1 year
4	1 year to 5 years
5	More than 5 years
5	1 year to 5 years
6	1 year to 5 years
6	1 year to 5 years
7	More than 5 years
7	More than 5 years
7	More than 5 years
7	More than 5 years
10	More than 5 years
10	6 months to 1 year
11	More than 5 years
12	More than 5 years

Student Demographic Discussion Points

- All of the students had qualifying disabilities, were served under IDEA with IEPs, and were eligible to receive National Instructional Materials Accessibility Standard (NIMAS)-derived materials.

- Most of the students used braille and large print, but there was a variety of all four formats (see slide 45).

- Four of the students used assistive technology (AT) to magnify more often than they accessed hard copy large print. This impacted the results evidenced any time there was an increase in "no impact" from fall 2013 to spring 2014.

Student Demographic Discussion Points
(continued)

- One student was able to use large print independently, but he had some vision and typically opted to use his remaining vision to access standard print from a close range.

- One student went on home instruction before the end of the school year and subsequently dropped out of school.

Student Demographic Considerations for Year Two (2014-2015)

- Note specific disability categories on data collection forms.

- Increase diversity of students (variety of disabilities, National Instructional Materials Accessibility Standard (NIMAS)-eligible vs. other sources).

- Note format(s) used by the students on the Teacher Questionnaire.

Trends and Findings

- **Questions where the answers went from "substantial impact" or "some impact" to "no impact" were a result of the students using assistive technology to magnify the text in place of hard copy large print (4 students).**

- **Ten students are not yet to transition age, so the questions referring to graduation rates and transition planning were not applicable.**

- **According to data reported by teachers, the students were all generally well-behaved so negative behavior would not have been impacted by the provision of AEM. Two did note that with the materials, the students' behaviors were more focused and less distractible during class.**

Trends and Findings
(continued)

- 69% of students showed an increase in areas of independence in the classroom.

- 69% of students showed an increase in participation in the general education curriculum.

- 21% of students showed an increase of positive impact in completion of class activities.

- 36% of students experienced substantial or some impact in completion of class activities throughout the data collection year.

- 65% of students experienced substantial or some impact in reading comprehension of instructional materials.

Teacher Questionnaire Considerations for Year Two (2014-2015)

- Identify students with a wider range of print disabilities (i.e., learning disabilities, physical limitations) in order to identify impact on all populations.

- Increase number of participants in a wider variety of geographical areas across the state.

- Continue the diverse age range (Year 1: 1 first grader, 1 fourth grader, 2 fifth graders, 2 sixth graders, 4 seventh graders, 2 tenth graders, 1 eleventh grader, and 1 twelfth grader).

- Create a separate fall and spring questionnaire (with the same questions) to allow for greater convenience in data analysis.

AEM Teacher Questionnaire

Survey Questions

AEM Data Collection Year One (2013-2014)
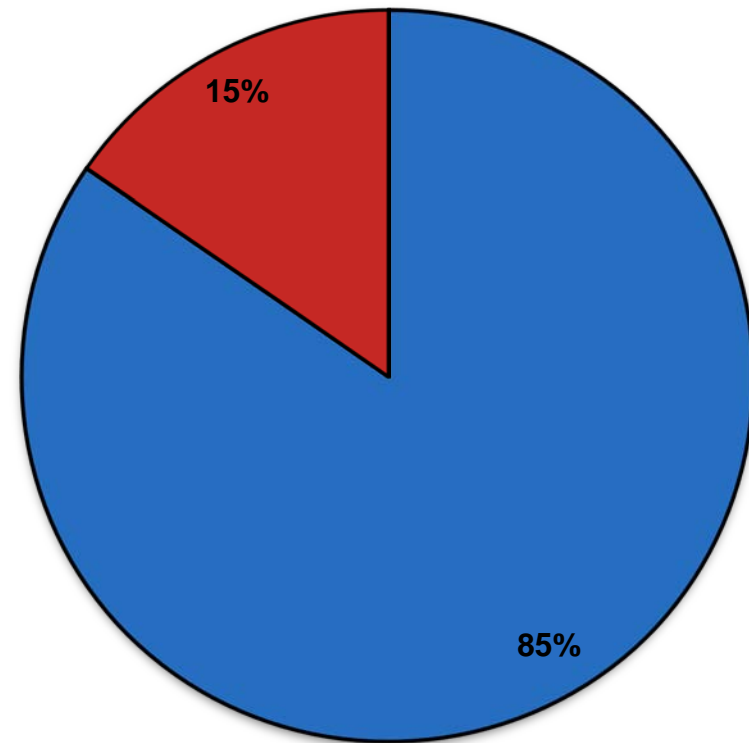
What impact has AEM had on independence?
The Student's Ability to Use AEM Independently

Fall 2013

43%

57%
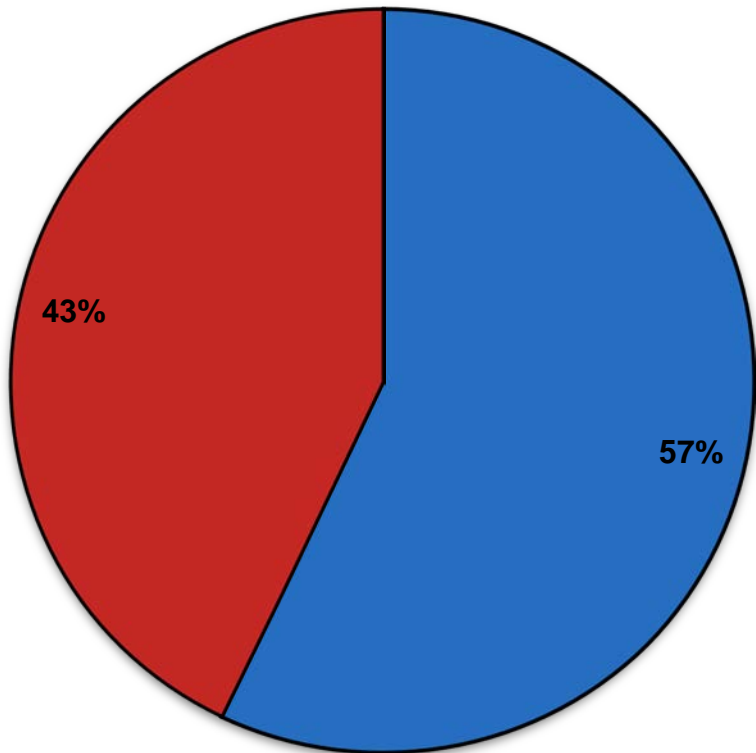
■Student is Able to Use AEM Independently
■Student Needs Some Assistance

Spring 2014

15%

85%

■Student is Able to Use AEM Independently
■Student Needs Some Assistance

# Briefly describe the student's ability to use AEM independently.

Sample of Responses

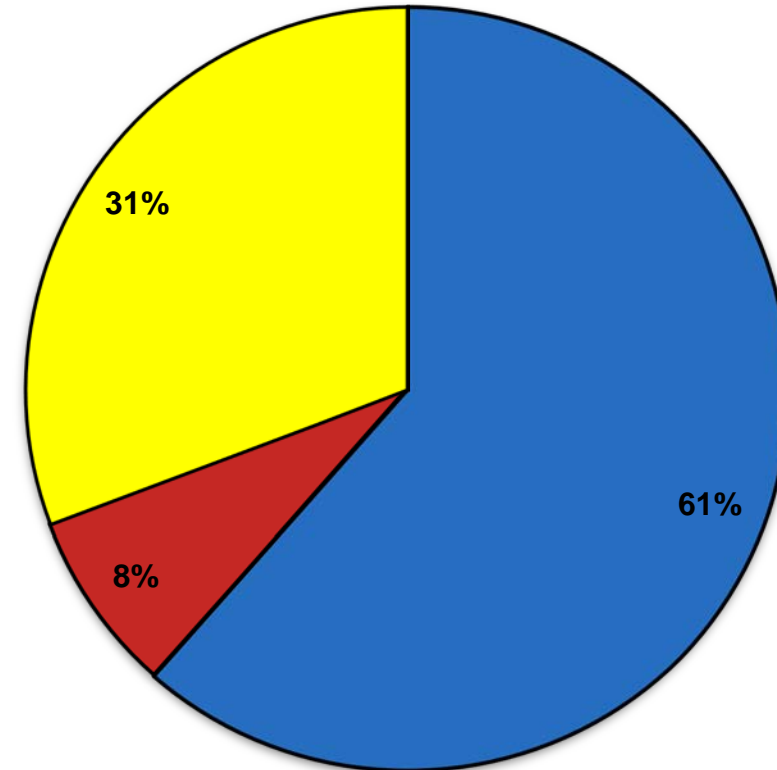| Fall 2013 Observations	Spring 2014 Observations
"Student is able to access the book after it has been downloaded to her device with some verbal prompting. This is a new skill for her."	"Student is able to navigate an audio text after it is downloaded. Has not downloaded independently yet."
"The student uses braille and a notetaker independently. He uses embossed and digital braille. He uses audio and digital text to complete some of his reading."	"This student is an honor student with excellent grades who uses AIM [AEM] and assistive technology to complete his work."
"The student is a dual reader using both braille and large print. She supplements these with digital text read by a computer voice. Her braille skills are improving while her vision is declining."	"The student uses AIM [AEM] independently and uses assistive technology instead of AIM [AEM] independently as well."

What impact has AEM had on independence?

The Student's Level of Independence in Completing Assignments or Class Activities

Fall 2013

Spring 2014

Fall 2013 pie chart:
- 71% Substantial Impact (blue)
- 29% Some impact (red)
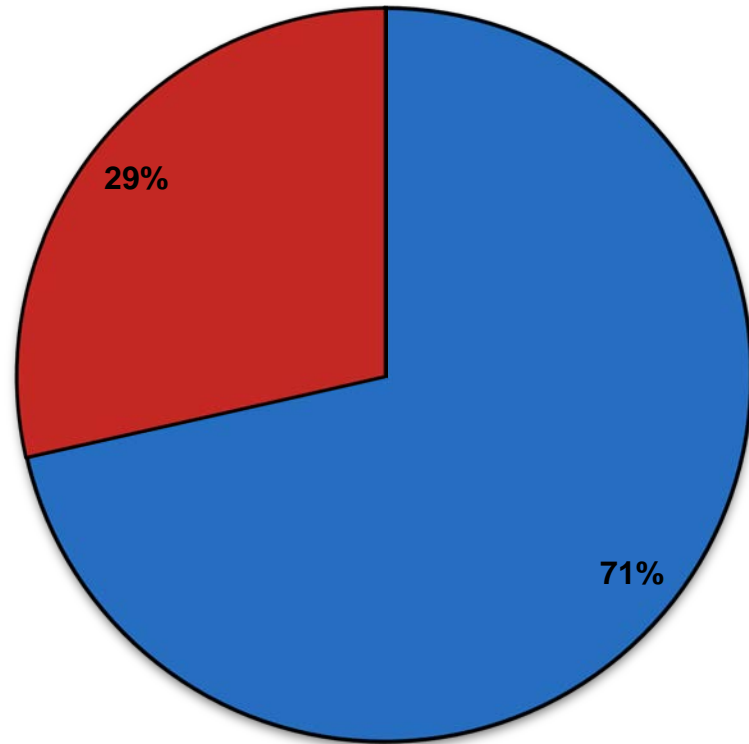
Legend:
- Substantial Impact
- Some impact

Spring 2014 pie chart:
- 61% Substantial Impact (blue)
- 8% Some Impact (red)
- 31% No Impact (yellow)

Legend:
- Substantial Impact
- Some Impact
- No Impact

Briefly describe the Impact of AEM on student's level of independence in completing assignments or class activities.

Sample of Responses

Fall 2013 Observations	Spring 2014 Observations
"As a first grader he is not very independent needing more support than his peers."	"Without AIM [AEM] this student is unable to complete any work independently. With AIM he can do some work independently and needs less help than without AIM [AEM]."
"With AIM [AEM] the student can do most of his work independently. This year he has a French to English and English to French dictionary which has allowed him more independence in doing his French classwork and homework."	"The student uses braille, audio, and digital text to complete his school work. He is adept at choosing the correct AIM [AEM] and getting the fullest out of it."
"The student is able to complete tasks on his own that have been read to him or scribed for him in the past."	"This student is able to use AIM [AEM] independently. He prefers to use magnification than large print. He seldom uses AIM [AEM]. He uses Assistive Technology to write his assignments."

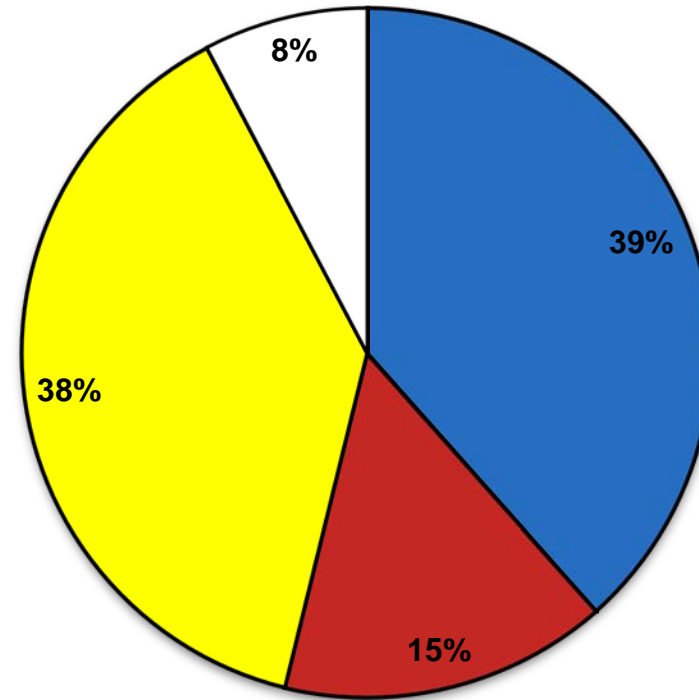# What impact has AEM had on participation in the general education curriculum?

The Student's Ability to Stay Focused on Task During Class Activities

Fall 2013

- 7%
- 43%
- 50%
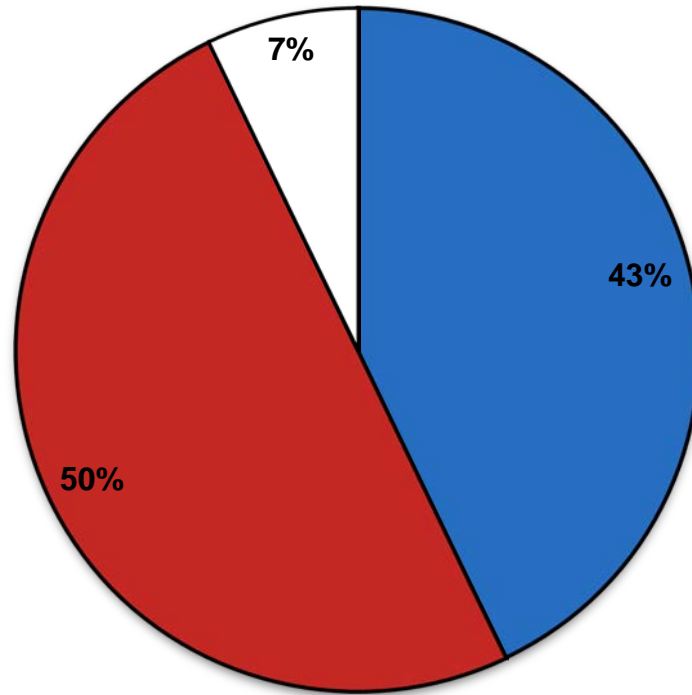
■ Substantial Impact
■ Some Impact
□ Do Not Know

Spring 2014

- 8%
- 39%
- 38%
- 15%

■ Substantial Impact
■ Some Impact
□ No Impact
□ Do Not Know

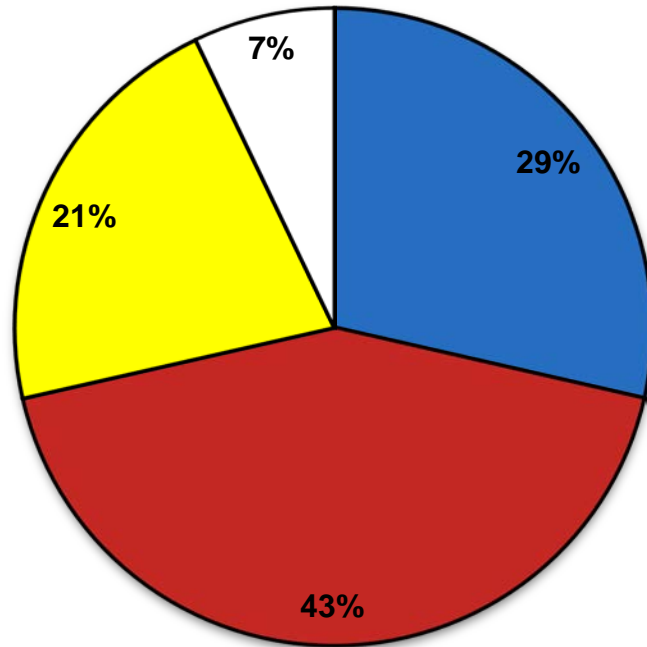# Briefly describe the impact of AEM on the student's ability to stay focused and on task during class activities.

Sample of Responses

Fall 2013 Observations	Spring 2014 Observations
"The large print is helping the student stay on task."	"The student can use independently, but he has enough vision to read standard print from close range. He has chosen this as the better alternative for himself."
"The student attends well in class when he has his assignments in a chosen AIM [AEM]."	"The student stays busy doing his work. If AIM [AEM] is not available he shows his more humorous side and entertains everyone."
"She is not currently using AIM [AEM] while in class. She is still developing the skills to use independently."	"Student uses large print very often for classroom materials and tests."

What impact has AEM had on participation in the general education curriculum?
The Student's Active Participation in Class Discussions and Activities

Fall 2013

- 29% Substantial Impact
- 43% Some Impact
- 21% No Impact
- 7% Do Not Know

Spring 2014

- 46% Substantial Impact
- 15% Some Impact
- 31% No Impact
- 8% Do Not Know

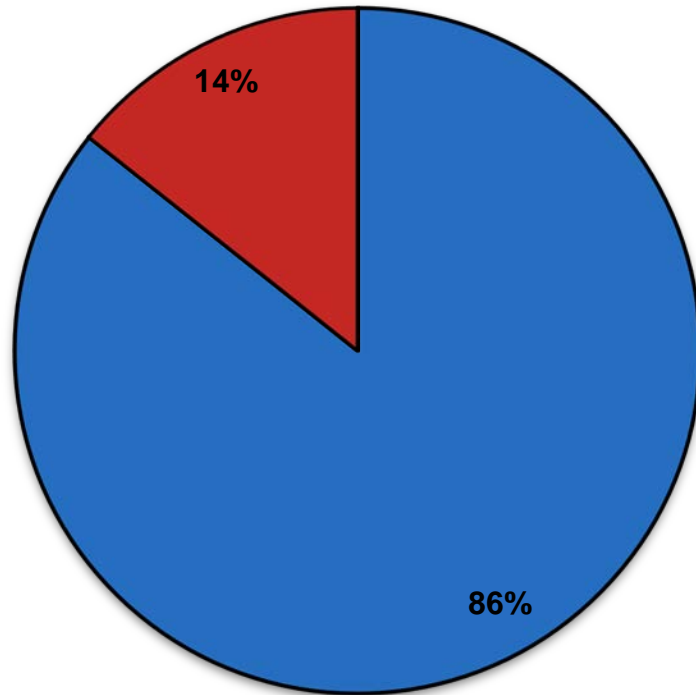# Briefly describe the impact of AEM on the student's active participation in class discussions and activities.

Sample of Responses

Fall 2013 Observations	Spring 2014 Observations
"He is a great auditory learner, so AIM [AEM] has less of an impact in this case."	
"The student uses his listening skills to help him participate in class."	"The student participates occasionally in class. AIM [AEM] allows him this opportunity."
"The student participates more often as he can tell what the topic is from the cues he gets from AIM [AEM]."	"This student is able to use AIM [AEM] independently. He is using Assistive Technology to meet his AIM [AEM] needs. He uses magnification for classwork that is too small and a monitor on his desk to see the items projected on the board. He used large print for music class, but has not used it for any other class."

What impact has AEM had on participation in the general education curriculum?

The Student's Demonstration of Understanding of What He/She is Reading in Instructional Materials
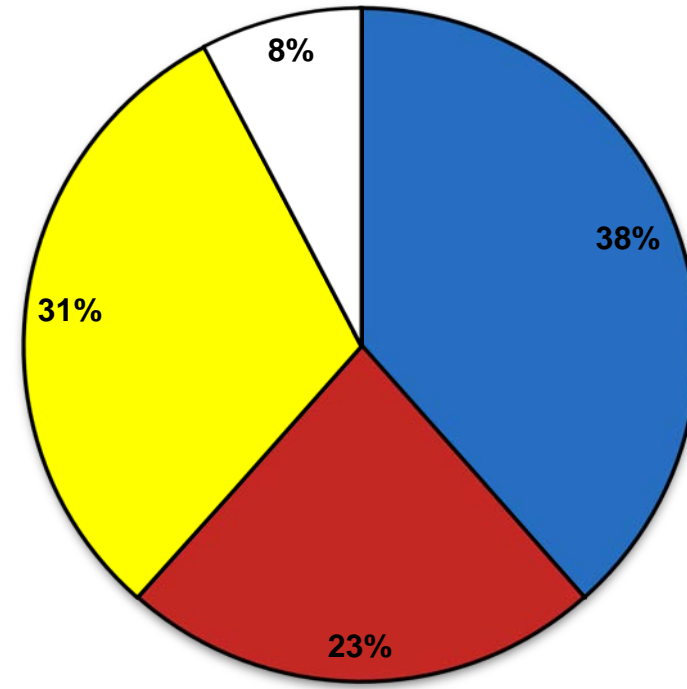
Briefly describe the Impact of AEM on the student's demonstration of understanding of what he/she is reading in instructional materials.

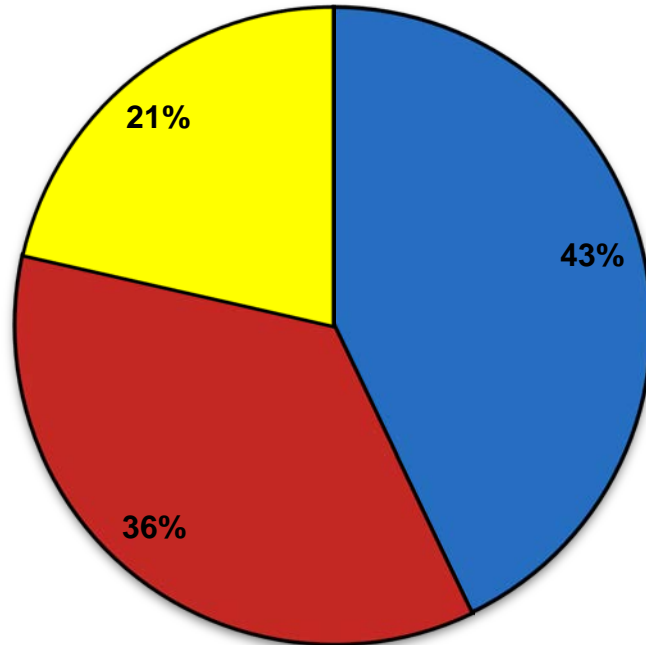## Sample of Responses

Fall 2013 Observations	Spring 2014 Observations
"The student has better comprehension when using AIM [AEM]."	"This student is able to use AIM [AEM] independently. She has chosen to use magnification instead of large print. She uses enlarged print for all of her work. She uses magnification for anything that is not large enough in its normal production." (Exhibited by students who went from some/substantial impact to no impact)
"The student is able to read braille and shows comprehension."	"The student can use AIM [AEM] to help him understand his school work. His attendance has improved this year so he is making better and better use of AIM [AEM]."
"She is able to access the material quicker when using AIM [AEM] than when using a low vision device."	"She is doing better with listening to the text instead of struggling to decode words. Therefore, she is more focused and can comprehend the text better."

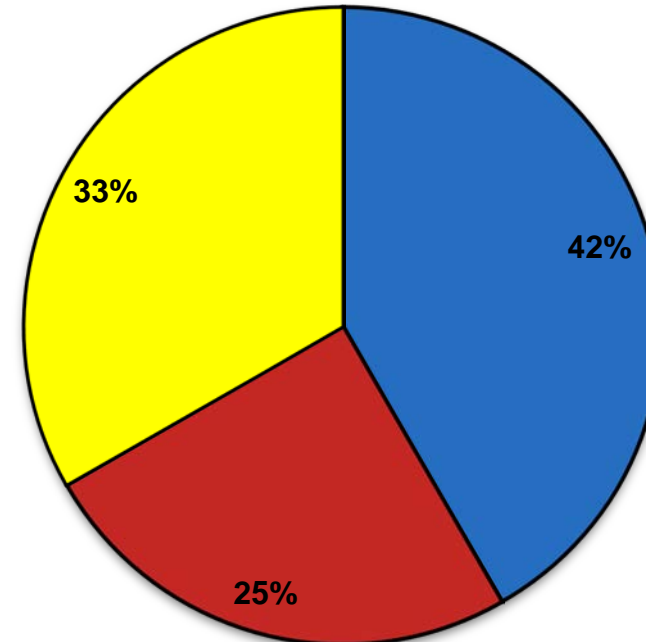# What impact has AEM had on participation in the general education curriculum?
The Student's Interest in What He/She is Learning

Fall 2013

43%

36%

21%

■Substantial Impact
■Some Impact
□No Impact

Spring 2014

42%

25%

33%

■Substantial Impact
■Some Impact
□No Impact

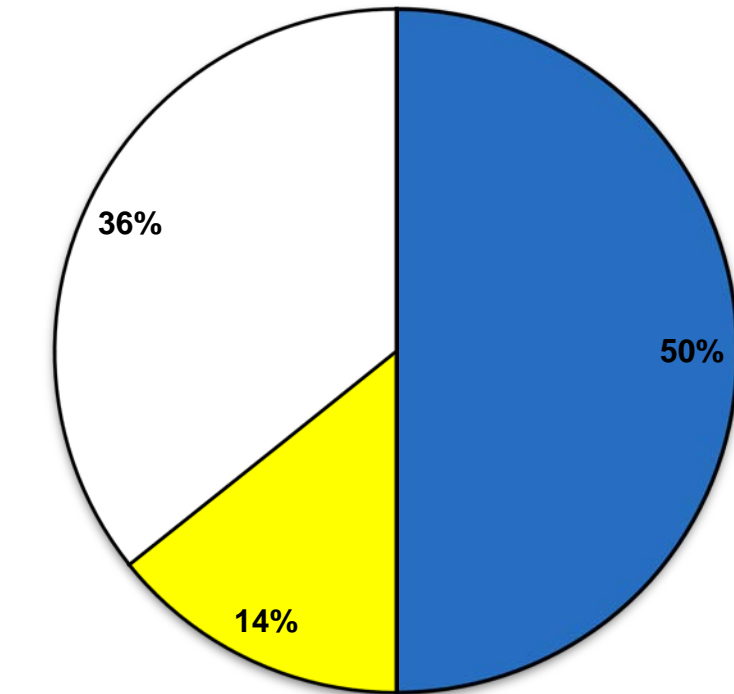# Briefly describe the impact of AEM on the student's interest in what he/she is learning.

Sample of Responses

Fall 2013 Observations	Spring 2014 Observations
"He is still a beginning reader and his interest in reading has not developed much."	"The student responds to some activities better than others because of how they relate to his interests. Without AIM [AEM] he responds to what he hears and only attends for short periods of time."
"She is not a motivated student so the technology is a little overwhelming and frustrated."	"She likes to listen to the books which has increased her interest."
"He has more independence and is able to do some work at home and not always just in the resource room or with help from aide."	"Able to gain more information from audio text than from print and can do this independently."

What impact has AEM had on participation in the general education curriculum?
If Applicable, the Student's Graduation Rate
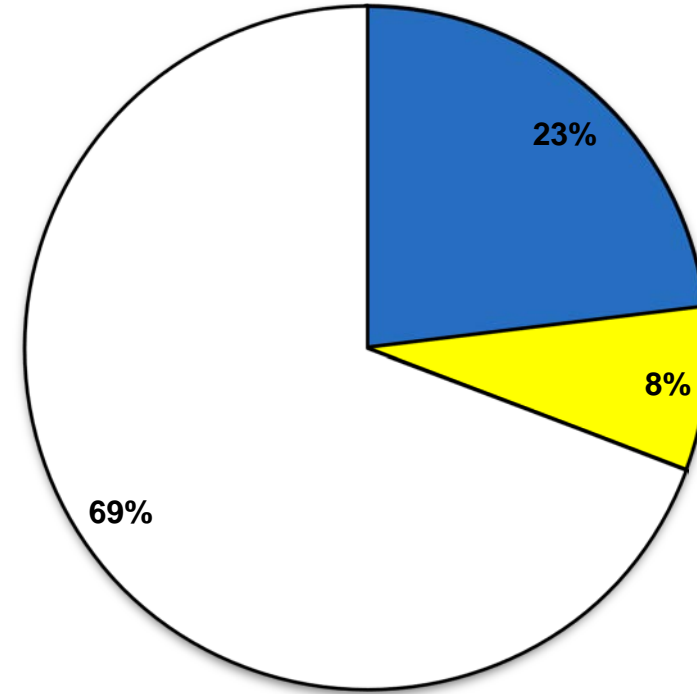
Briefly describe the impact of AEM on the student's graduation rate.
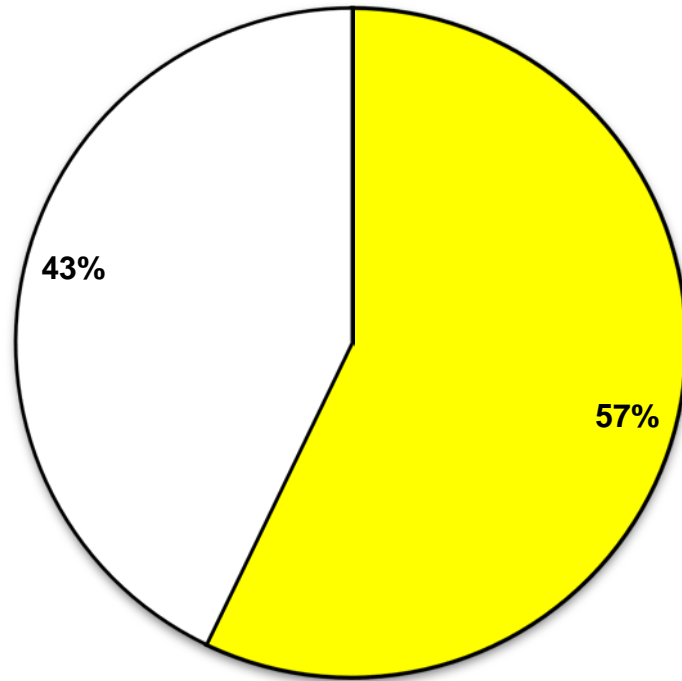
Sample of Responses

Fall 2013 Observations	Spring 2014 Observations
"The student is headed towards graduation with his peers!"	"The student is proceeding towards graduation at the same pace as his peers."
"The student is planning to graduate and is using AIM [AEM] to get him to his goal."	"He is on track to graduate with his class."
"As she becomes accustomed to using the AIM [AEM], she should be able to participate more in class and find the info she needs from the text quicker."	"She is able to keep up so she is getting better grades."

What impact has AEM had on participation in the general education curriculum?
If Applicable, the Student's Suspension/Expulsion

Fall 2013

43%

57%

□ No Impact
□ Do Not Know

Spring 2014

16%

15%

69%
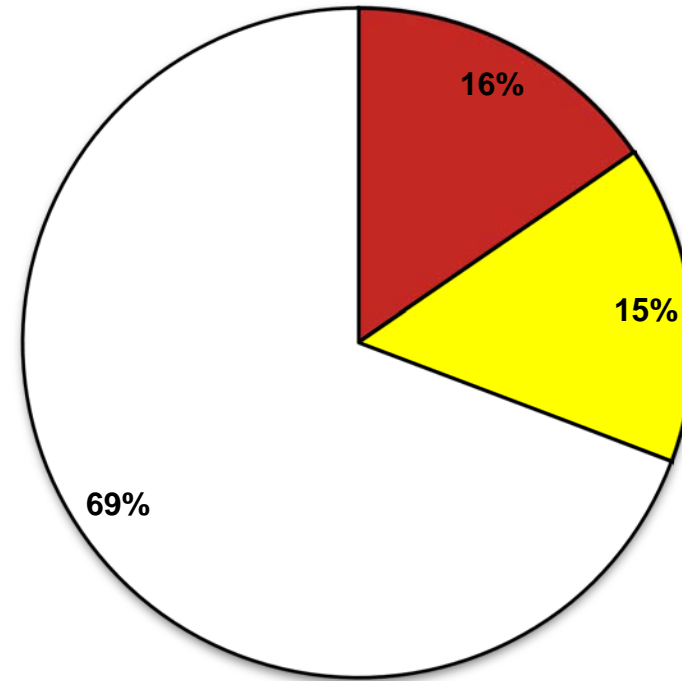
■ Some Impact
□ No Impact
□ Do Not Know

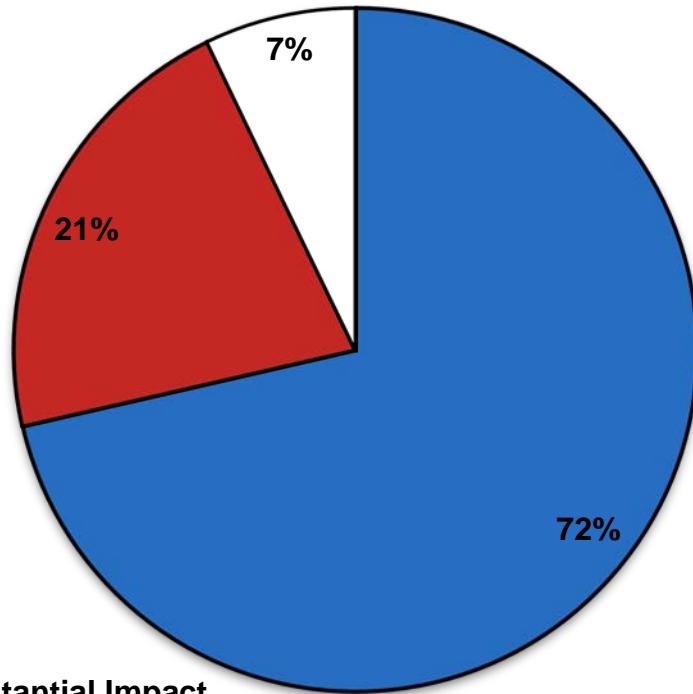# Briefly describe the impact of AEM on the student's suspension/expulsion.

Sample of Responses

Fall 2013 Observations	Spring 2014 Observations
"Does not affect behavior."	"Not likely to occur with or without AIM [AEM]."
"The student has not been suspended or expelled."	"The student is successful in school which keeps him from acting out."
"The student is occasionally suspended for behavior. This has not changed."	"This student has decreased his suspension/expulsion rate. AIM [AEM] may have been a part of this."

What impact has AEM had on academic and social progress?
The Student's Performance on Homework and Class Assignments

Fall 2013
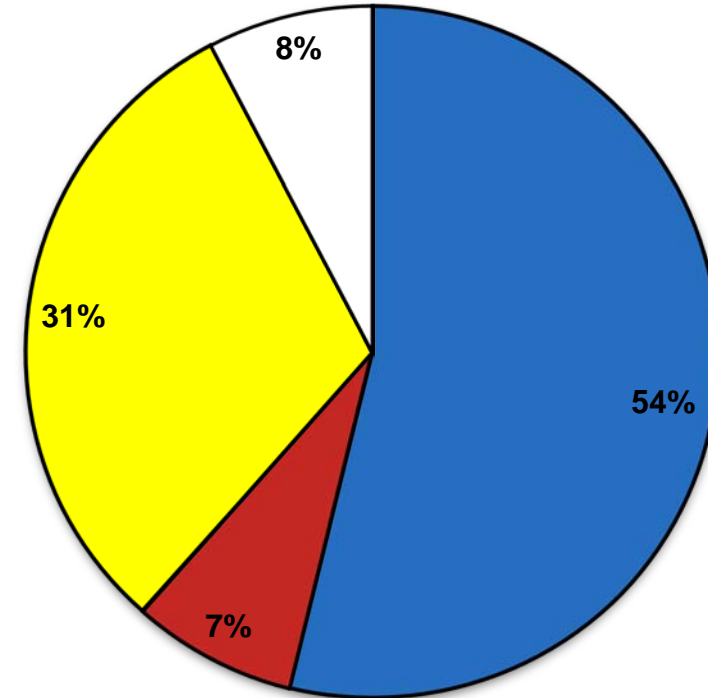
- 72% Substantial Impact
- 21% Some Impact
- 7% Do Not Know

Spring 2014

- 54% Substantial Impact
- 7% Some Impact
- 31% No Impact
- 8% Do Not Know

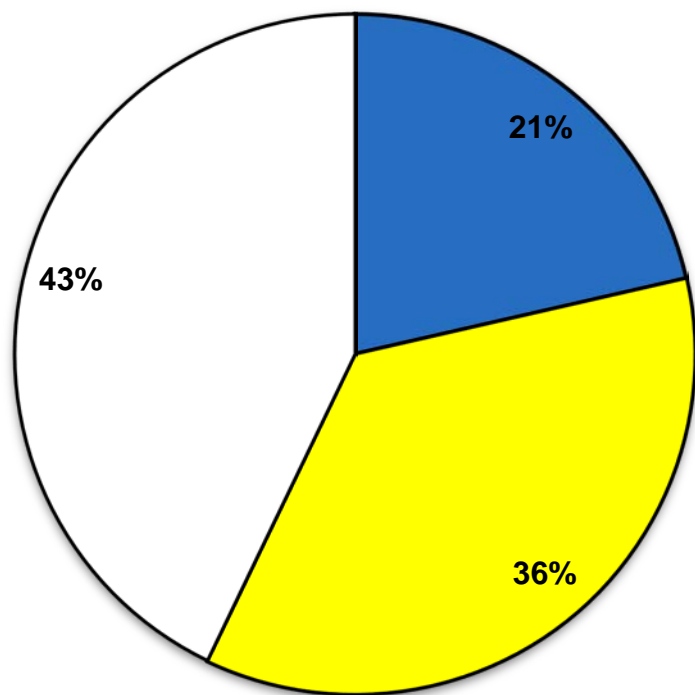# Briefly describe the impact of AEM on the student's performance on homework and class assignments.

Sample of Responses

Fall 2013 Observations	Spring 2014 Observations
"She is still developing the skills to use independently."	"Able to do the assignments independently rather than waiting for an adult to have time to read to her."
"The student is able to complete classwork and homework because she has AIM [AEM]. When she goes home with assignments that she can not do independently, she is less likely to complete the assignment."	"The student keeps up-to-date better when using AIM [AEM]."
"The student has materials to use to complete his homework."	"The student does not complete much of his homework even though AIM [AEM] is available."

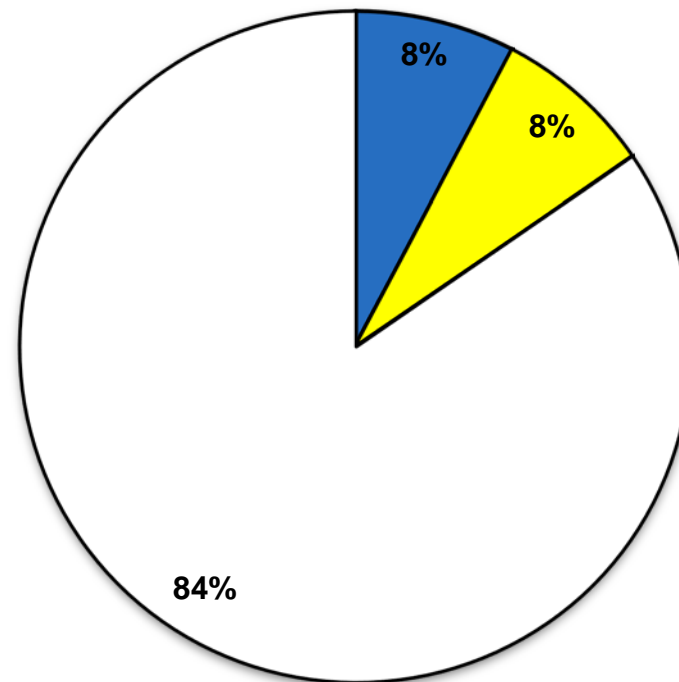# What impact has AEM had on academic and social progress?
If Applicable, the Student's Postsecondary Outcomes

Fall 2013

21%

43%

36%

- ■ Substantial Impact
- ☐ No Impact
- ☐ Do Not Know

Spring 2014

8%

8%

84%

- ■ Substantial Impact
- ☐ No Impact
- ☐ Do Not Know

Briefly describe the impact of AEM on the student's postsecondary outcomes.

Sample of Responses
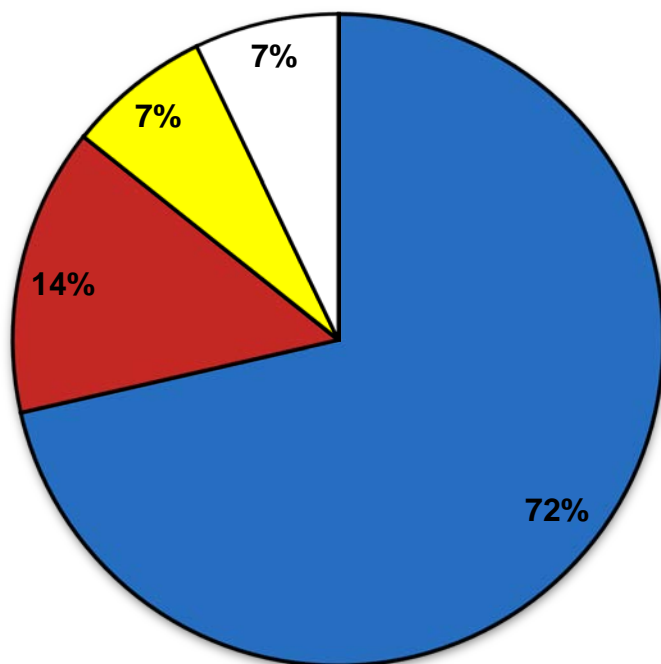
Fall 2013 Observations	Spring 2014 Observations
"She will have greater access to the materials she needs in order to be successful in college."	"More independence."
"He plans to go to college and use AIM [AEM] to complete college."	"He is not at this point, but I am sure he will do well."
"He is getting a lot of experience using technology and gaining self confidence because he is doing some work independently."	

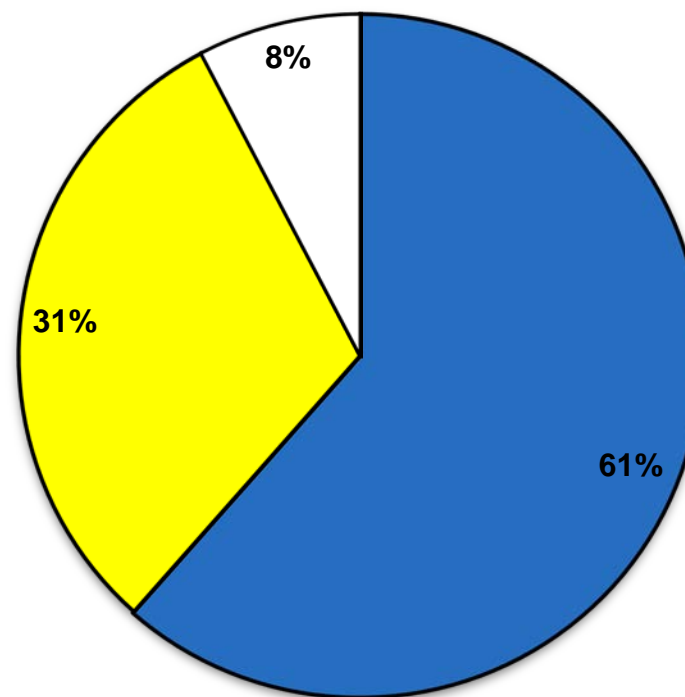# What impact has AEM had on academic and social progress?
The Student's Grades

Fall 2013

7%

7%

14%

72%

- Substantial Impact
- Some Impact
- No Impact
- Do Not Know

Spring 2014

8%

31%

61%

- Substantial Impact
- No Impact
- Do Not Know

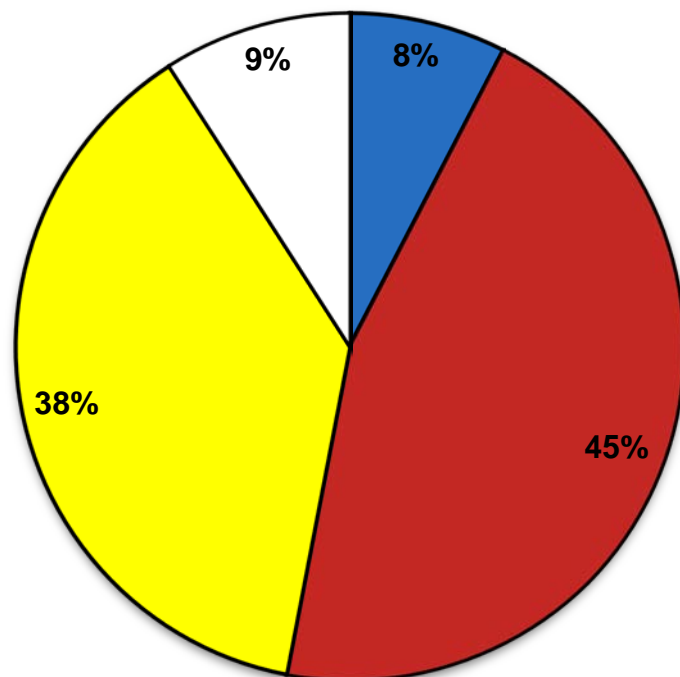# Briefly describe the impact of AEM on the student's grades.

Sample of Responses

Fall 2013 Observations	Spring 2014 Observations
"It is too early to tell."	"The student has received better grades since he has consistently used AIM [AEM]!!"
"The student has the appropriate materials to receive better grades."	"The student would be unable to complete any school work without AIM [AEM]. His grades are dependent on him having AIM [AEM]."
"The student receives better grades when he can choose the format of his AIM [AEM]."	"The student has excellent grades that come from being able to read his class materials."

Briefly describe the impact of AEM on the student's behavior.
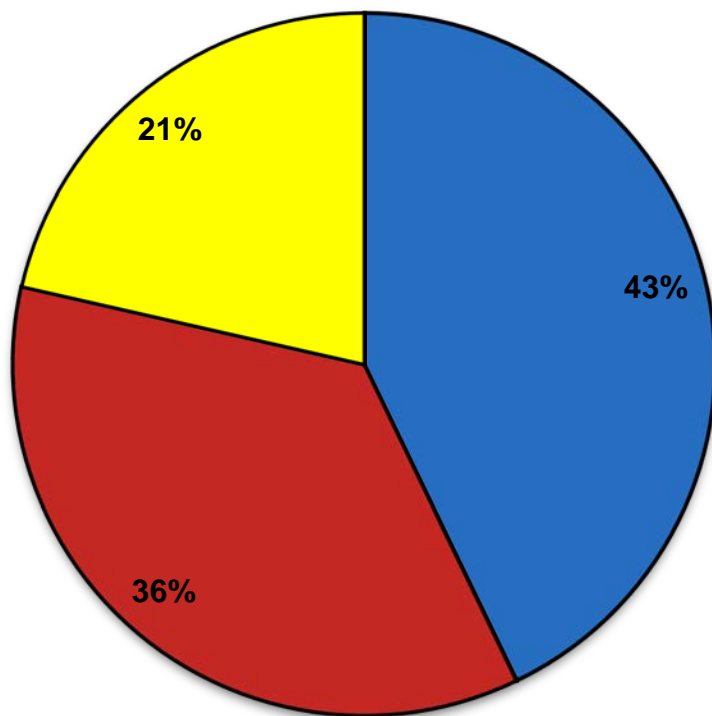
Sample of Responses

Fall 2013 Observations	Spring 2014 Observations
"The student's behavior has stayed consistent regardless of the materials supplied."	"The student's behavior is improving. He is making better use of AIM [AEM]."
"The student is more focused when he has his materials in an appropriate format."	"The student becomes agitated when he is unable to complete his school work. Having the correct materials keeps him focused on his school work."
"He has very few behavior issues. He becomes less focused without AIM [AEM] and is likely to be talking and not listening."	"He can be a class clown when he does not have work to engage him."

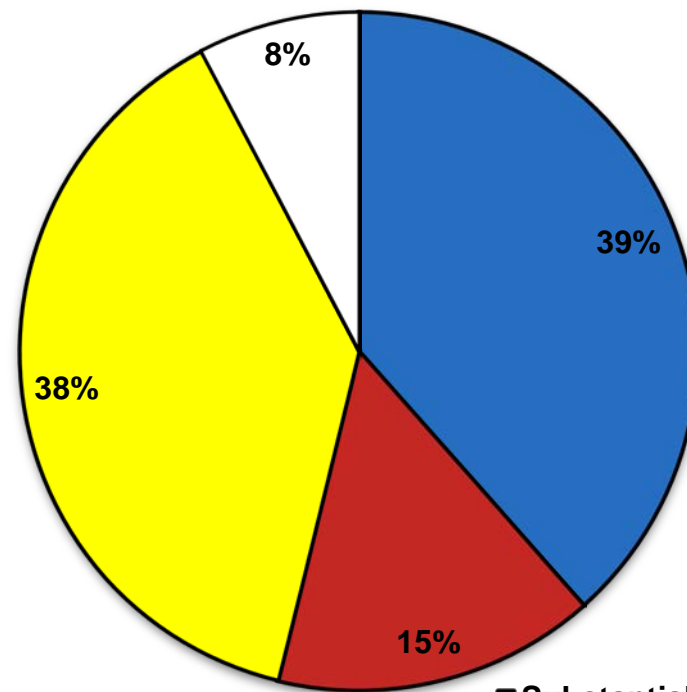# What impact has AEM had on academic and social progress?
The Student's Demonstration of Self-Confidence as a Learner

Fall 2013

- Substantial Impact: 43%
- Some Impact: 36%
- No Impact: 21%

Legend:
- ■ Substantial Impact
- ■ Some Impact
- □ No Impact

Spring 2014

- Substantial Impact: 39%
- Some Impact: 15%
- No Impact: 38%
- Do Not Know: 8%

Legend:
- ■ Substantial Impact
- ■ Some Impact
- □ No Impact
- □ Do Not Know

Briefly describe the impact of AEM on the student's demonstration of self-confidence as a learner.
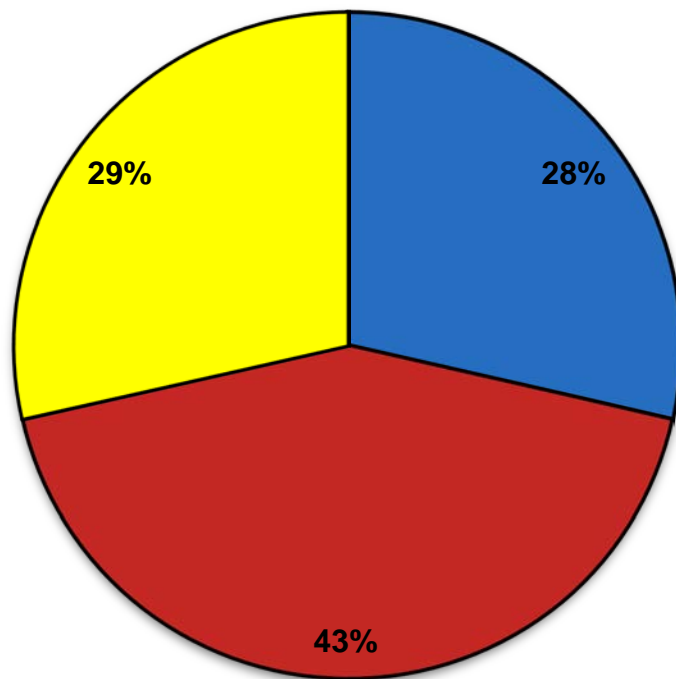
Sample of Responses

Fall 2013 Observations	Spring 2014 Observations
"The student is getting better at using her AIM [AEM] and more willing to try new things related to having AIM [AEM]."	"The student expresses that she likes using materials and that school goes better when she uses the materials."
"Student can see that he is able to do work without help from an adult."	"He likes to do things independently and he likes to read the same books as peers but his reading level is not at grade level so audio allows him access to grade level books."
"This is not evident at this time."	"He is proud of the items he can complete. He shows this with big smiles and loud, "Look! I did it.""

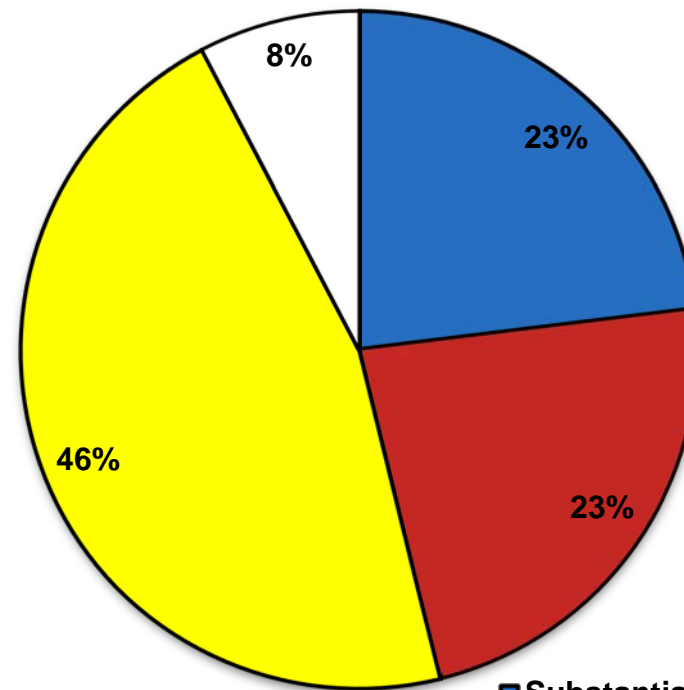# What impact has AEM had on academic and social progress?
The Student's Attitude Toward School

Fall 2013

Spring 2014

Fall 2013 pie chart:
- 28% Substantial Impact (blue)
- 43% Some Impact (red)
- 29% No Impact (yellow)

Legend:
- Substantial Impact
- Some Impact
- No Impact

Spring 2014 pie chart:
- 23% Substantial Impact (blue)
- 23% Some Impact (red)
- 46% No Impact (yellow)
- 8% Do Not Know (white)

Legend:
- Substantial Impact
- Some Impact
- No Impact
- Do Not Know

Briefly describe the impact of AEM on the student's attitude toward school.

Sample of Responses

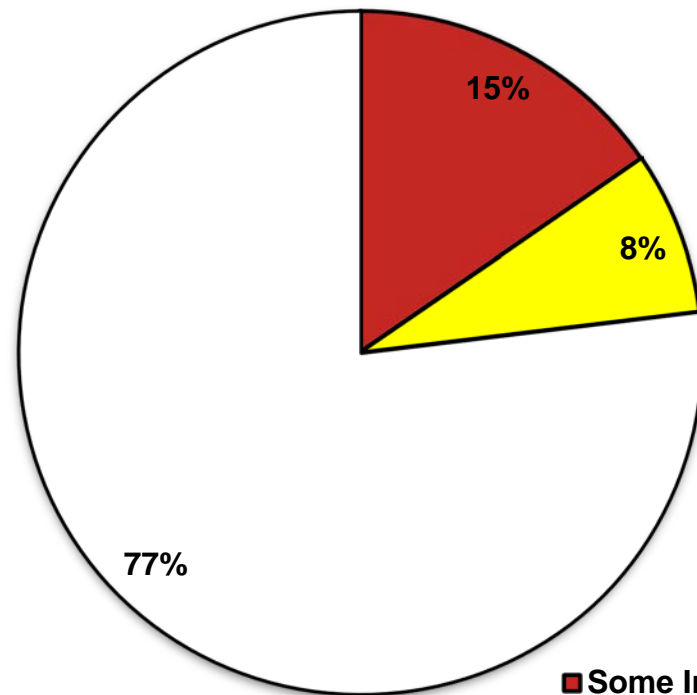| Fall 2013 Observations	Spring 2014 Observations
"All around bad attitude about school and life. AIM [AEM] has not helped this."	"Still doesn't like school, but knows that AIM [AEM] makes it easier."
"The student has a good attitude towards school. AIM [AEM] allows her to feel more comfortable with assignments."	"She likes using the materials and wishes school was year-round."
"The student tells us he is more prepared for class when he has all of his materials ready."	"The student enjoys school because he has the tools to complete his work."

What impact has AEM had on academic and social progress?
If Applicable, the Student's Active Participation in the Transition Planning Process Under IDEA

Fall 2013
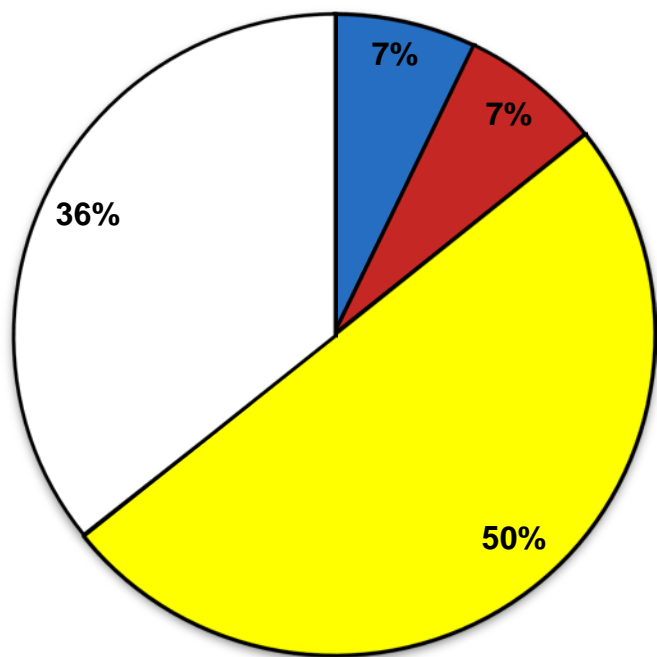
7%

7%

36%

50%

- ■ Substantial Impact
- ■ Some Impact
- □ No Impact
- □ Do Not Know

Spring 2014

15%

8%

77%

- ■ Some Impact
- □ No Impact
- □ Do Not Know

Briefly describe the impact of AEM on the student's active participation in the transition planning process under idea.
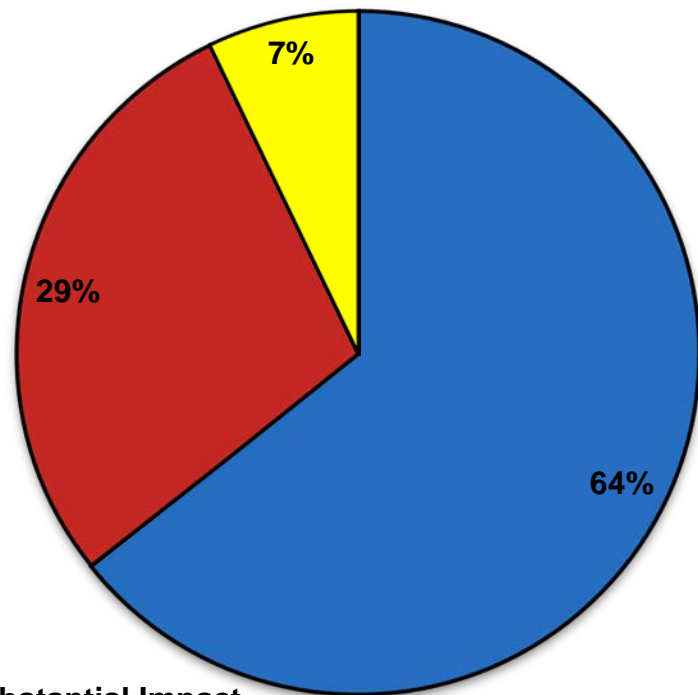
Sample of Responses

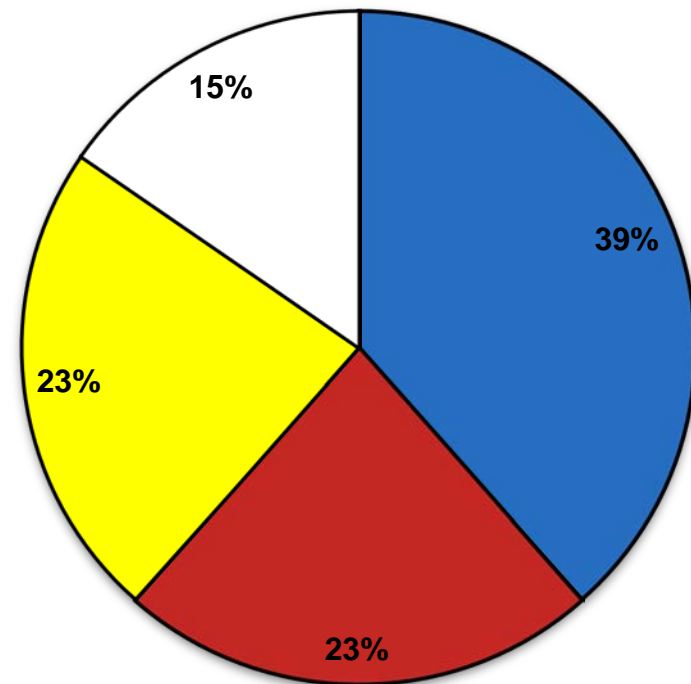| Fall 2013 Observations	Spring 2014 Observations
"The student has commented that having AIM [AEM] for transition related items has helped him with participating in planning."	"He participates in planning for his future."
"The student uses his listening and speaking skills for transition planning and seems to totally disregard the need for AIM [AEM]."	"With AIM [AEM] the student is able to participate in his transition planning meeting more fully."
"Too early to tell." or "NA"	"Too early to tell." or "Just beginning the process."

What impact has AEM had on academic and social progress?

If Applicable, the Student's Participation and Performance on State Assessments

Fall 2013

- 64% Substantial Impact
- 29% Some Impact
- 7% No Impact

Legend:
- Substantial Impact
- Some Impact
- No Impact

Spring 2014

- 39% Substantial Impact
- 23% Some Impact
- 23% No Impact
- 15% Do Not Know

Legend:
- Substantial Impact
- Some Impact
- No Impact
- Do Not Know

Briefly describe the impact of AEM on the student's participation and performance on state assessments.

Sample of Responses

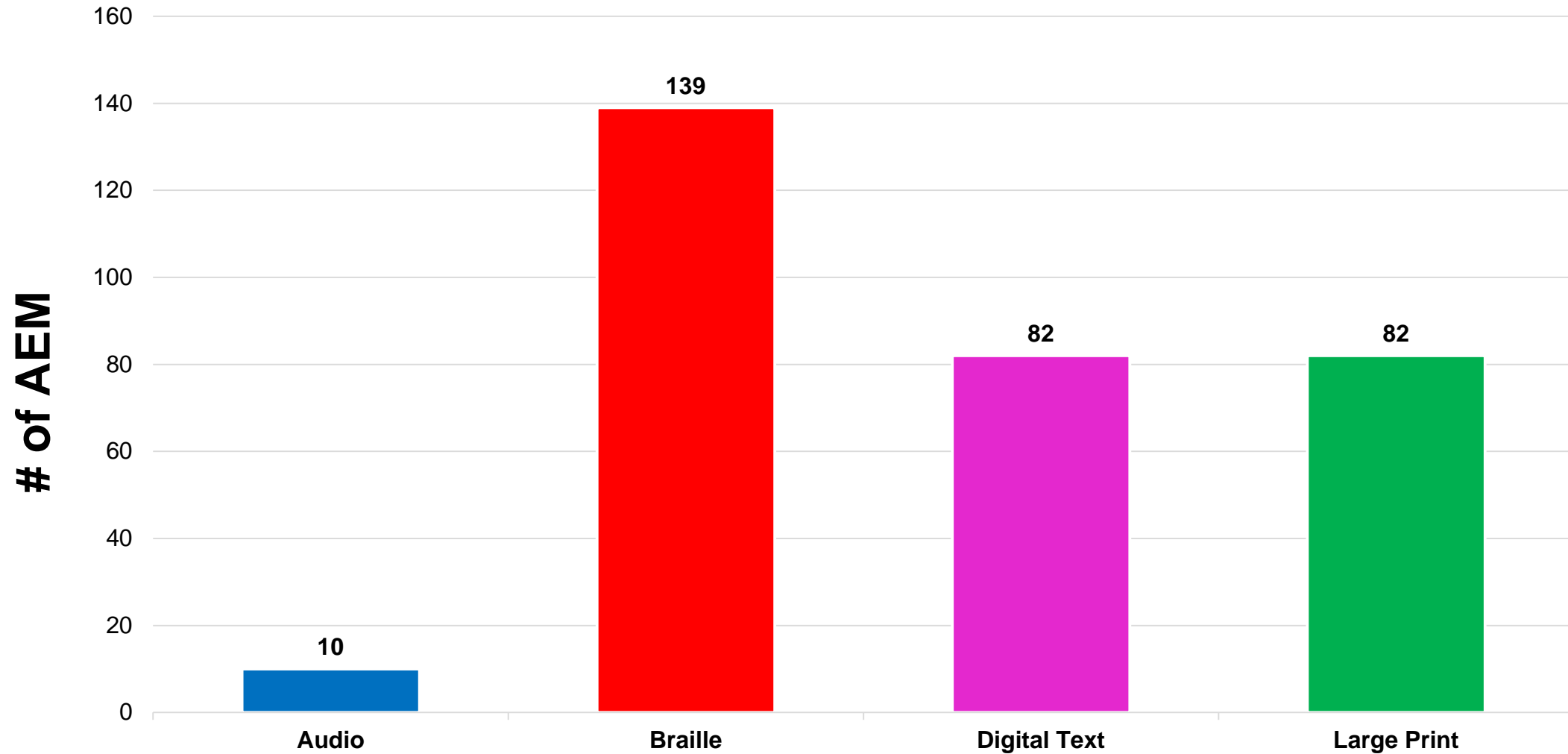| Fall 2013 Observations	Spring 2014 Observations
"The student has done well on state assessments. He would do better if he could have both large print and braille."	"The student could not complete the tests without AIM [AEM]. He has done well on some of the assessments."
"The student does well on state assessments which are in braille."	"The student is able to complete state assessments independently as they are provided in the correct format for his needs."
"Will allow her to use technology to accommodate her needs on state assessments. She may find that audio is a positive way to intake information."	"She is doing better with audio text. She didn't like it before, but now she is tolerating it. This helps with the "test read aloud" accommodation on her IEP."

AEM Form

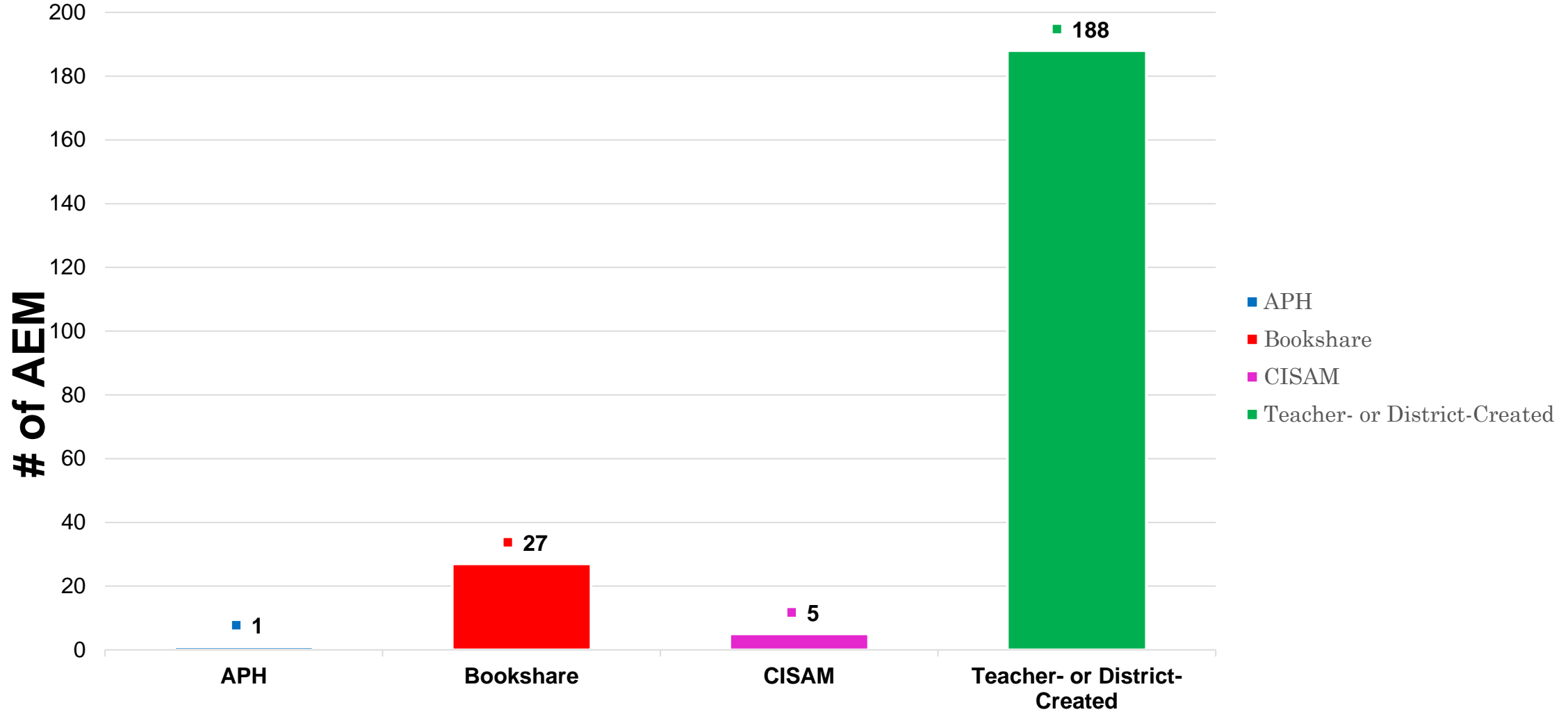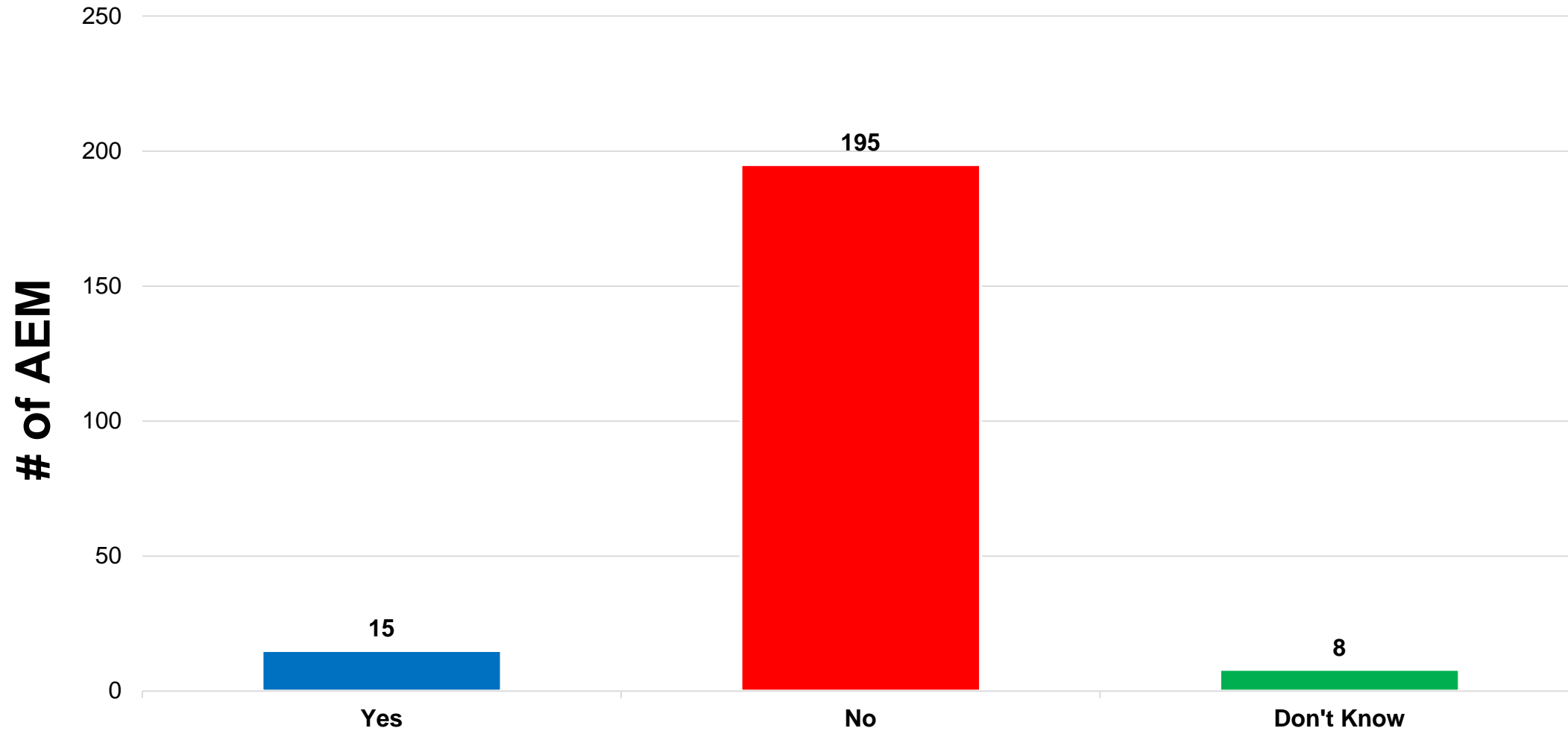## Survey Questions
AEM Data Collection Year One (2013-2014)

AEM Data Collection Year One (2013-2014)